

DECEMBER

1937

Sierra

EDUCATIONAL NEWS



A California Stagecoach of the Gold Rush Days, in the Mother Lode Country, Sierra Nevada

★ CALIFORNIA TEACHERS ASSOCIATION

CALIFORNIA TEACHERS ASSOCIATION

WHY I AM A MEMBER

CALIFORNIA TEACHERS ASSOCIATION is the state-wide professional body which unites teachers, of all grades and subjects, into a working organization. Its main endeavor has been the advancement of professional ideals and the securing of adequate financial support and favorable laws for California's Public Schools. The Association, working with State and local leaders, has aided in the success of every major educational advance.

The Association initiated Amendment No. 16, which the voters wrote into the California Constitution, thereby fixing public education as the first charge upon the State treasury. This provision insures high standards of service to school children and good living conditions for teachers.

At each successive Legislature, the Association has fostered good school laws. A great service has been the defeat of unwise legislative proposals.

California has a strong, workable tenure law, for which this Association is responsible. The Association advocates improved professional ethics and standards.

Through the Association, rural supervision has been established and retained.

California Teachers Association inaugurated the laws,—(1) by which teachers receive salaries during illness; (2) retirement salaries upon completion of service; (3) sabbatical leave; (4) exchange of teachers.

The Association has worked successfully for the retention of free adult courses. A fair minimum salary law for teachers was proposed by the Association, and through its efforts, enacted into law. Twelve-month salary schedules for certificated workers may be set up under a new State law. An over-all tax rate which favors elementary schools was enacted.

The Association has defeated persistent efforts to deprive school boards of their rights to fix and to administer school budgets.

Sierra Educational News, official magazine of the Association, goes to every member. It is the oldest professional journal in the West, with the largest circulation and with high national rating.

Public Relations activities are important in maintaining good school conditions. The Association, to diffuse a better understanding of the schools, has field workers, radio programs, and state-wide newspaper publicity.

Through its Placement Service the Association has assisted its members, on a non-profit basis, to obtain suitable positions at minimum expense. The loan funds of California Teachers Association have aided deserving members.

The Research Department has issued studies and bulletins on major educational problems. The Legal Department has provided members with authoritative opinions on matters of school law.

INFORMATION

MEMBERSHIP. Membership in California Teachers Association is voluntary. Any school-worker, or other person interested in education, may become a member. Annual dues are \$3; life membership is \$75.

The Association has experienced a steady growth in membership, both absolute and relative to the total number of teachers. The "State Educational Society" was organized in 1863 by 450 members. In July, 1937, there were 35,356 members of California Teachers Association. In recent years the percentage of teachers who were members has increased from 36% in 1918 to 87% in 1937.

California Teachers Association is comprised of six geographic Sections: North Coast, Northern, Bay, Central, Central Coast, and Southern. Each Section has its own constitution, which is drafted by the Section members, and in every case is in conformity with the State Association Constitution. Every Section has a deliberate body known as its Council, elected by the Section members. These representative Councils discuss and act upon problems of local nature.

The activities of the State Association are authorized by the California Council of Education, a body of representatives elected by the Councils of each Section. The State Council annually elects a Board of nine Directors.

Departments of Classroom Teachers organized in five Sections under authorization of the Council of Education, regularly study classroom problems.

COMMITTEES. Much of the work of California Teachers Association is carried on by committees appointed by the President and approved by the Board of Directors. These committees meet at the times of the annual and semi-annual meetings and at other times.

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PLACEMENT SERVICE

California Teachers Association offers its members placement service at nominal cost. Members seeking placement service should address Earl G. Gridley, 2163 Center Street, Berkeley, phone THornwall 5600; or Fred L. Thurston, 200 Continental Building, Fourth and Spring Streets, Los Angeles, phone TRinity 1558.

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TRAVEL SECTION



SIERRA PLAYGROUND

WHEN THE SNOW FLIES IN THE SIERRA

Ben C. Tarnutzer, Yosemite National Park

IT'S snowing in the Sierra." What a world of significance these words have for the two million of us who will enjoy a California snow-holiday this winter. Time was when the possibilities for winter recreation and diversion offered by the Sierra Nevada, which receives the heaviest snowfall in the country, were known to only a privileged few; but appreciation, if slow in starting, has accelerated at such a rate that one wonders now when he sees the endless stream of cars setting out for the higher altitudes, loaded down with skis, sleds, toboggans and joyous pleasure-seekers, whether the mountains are big enough to hold them all.

It was not so long ago, either, that our national parks were closed to winter travel and their beauties denied visitors who failed to get there during the summer months. How different today! In California, motorists can drive into such parks as Yosemite, at elevations of from 4000 to 7300 feet, with the greatest of ease and find there every convenience and facility for the enjoyment of winter sports in the midst of magic winter scenery.

What can one do on a snow-holiday? And the answer is—everything under the sun, and a warm winter sun at that! Let's see what those who visit Yosemite find to do to make their stay interesting, for this park pioneered in the development of organized skating and skiing in the west and provides a complete

program of winter sports events from mid-December until the first of April.

Naturally blessed with ideal climatic conditions, heavy snowfalls with long breaks between, excellent ski slopes and matchless scenery, Yosemite offers vacationists, in addition, every price and type of accommodations ranging from snug housekeeping cabins at moderate rates to luxurious hotel suites and bungalows comparable to those of leading Continental winter resorts.

Huge government speed-plows and "snow-gos" make this region accessible by motor throughout the winter, even though snow piles up to a depth of 12 and 14 feet in some sections. Seventy-seven miles of moun-

tain highway within the park are kept clear in this fashion, and operations are facilitated by the use of short-wave radio. Just how the crew of 51 men manage to stay on the road in the face of blinding snowstorms, especially at night, remains a mystery.

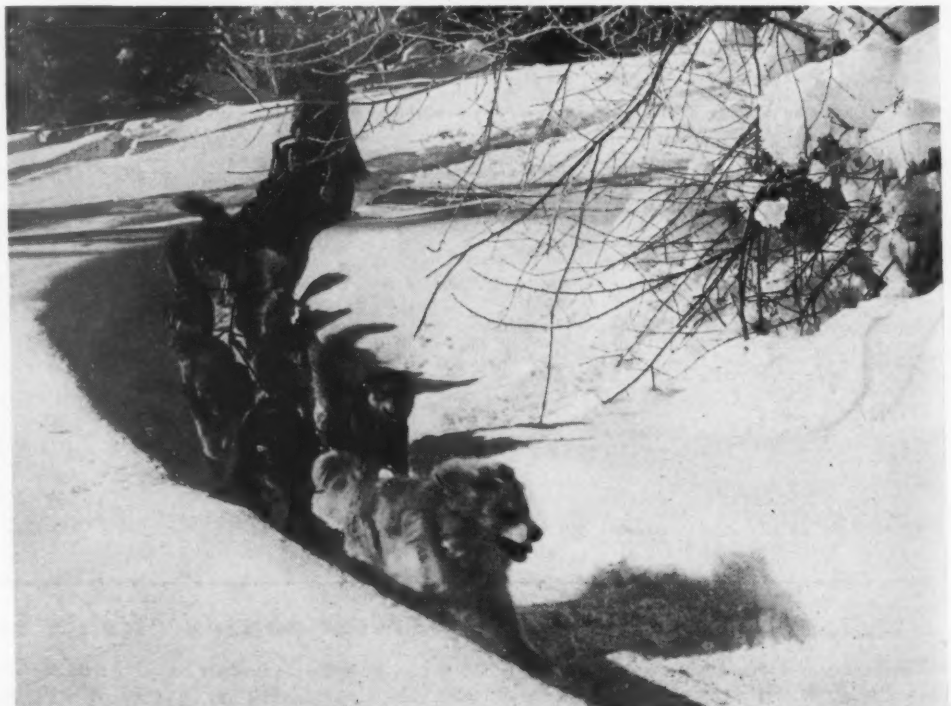
Visitors need go no farther than the Valley itself to be in the center of winter activities, for every diversion is offered within its mile-high walls, but ski-enthusiasts almost immediately head for Badger Pass, 3300 feet above and a 45 minutes drive by high-gear highway.

Up here is the Ski House, a modern alpine lodge that might have been transplanted from the Tyrol. Its broad, sunny veranda looks out upon a vast expanse of powder-snow slopes representing every sort of ski-terrain—from the gentle undulations of the "nursery" slopes to the sudden descents of the "Inspiration Point Run." The Ski House, with its inviting lounge, open fireplace, restaurant and ski rental rooms is a gay social rendezvous all winter long.

In place of a funicular, the inclined overhead railway so common to European ski areas, Yosemite has its famous "Upski," a mechanical conveyor that whisks you up nearly 1000 feet to the summit of Ski Top, from which point the runs radiate in every direction for distances of from one and one-half to ten miles. This labor-saving device eliminates the fatigue of uphill climbing and thus enables skiers to get in more real practice than would otherwise be possible.

DIRECTLY in front of the Ski House is the Ski School Slope where Hannes Schroll, former Austrian champion now in his third

An Alaskan dog team in Yosemite



year as Director of the Yosemite Ski School, initiates his pupils into the intricacies of the stem-turn, the open Christy and the jump-turn. One of the most colorful figures in skiing, Hannes, with the assistance of Jules Fritsch, dean of California ski instructors, is making this school as famous in America as is Hannes Schneider's school in Austria.

During the winter, Badger Pass is the scene of slalom, downhill and cross-country races, the Pacific Coast Open Ski Championships, ski tours, British ski tests and ski gymkhanas. However, despite the provisions made to interest spectators, the Yosemite Winter Club has always encouraged active participation in all ski events on the part of the general public. Skiing for the sake of skiing is its aim.

IF skiing is the king of winter sports, then skating is a worthy queen. In the Valley is a gigantic outdoor skating rink—largest in the west—where 60,000 square feet of glistening ice reflect the pirouettes, spins and glides of graceful figure-skaters, the lightning-fast action of hockey players and the streaking legs of speed-skaters. Brilliantly illuminated at night, this rink is a bright spot of the Valley night and day. Its official opening on December 15th will be the occasion for a spectacular fancy dress ice carnival, with an unusual program of entertainment.

Near by is a four-track, mile-a-minute toboggan slide on which you chute down a half mile straightaway in the direction of massive Half Dome. The hilarious shouts and laughter that accompany tobogganing are sometimes almost drowned out by the noise issuing from the vicinity of "Ash Can Alley." What fun it is to mount one of those slippery ash can covers and whirl down this abandoned toboggan slide in a futile attempt to keep your balance, while a thousand spectators egg you on! Once a sport indulged in by children only, it has grown to be even more popular with adults.

Along the snow-blanketed floor of the Valley, Alaskan dog teams mush through the drifts, and cutters and sleighs announce their approach with the jingling of sleigh-bells. Snow sculpturing and snow-shoeing are popular pastimes. Everywhere there is activity. In fact, there's so much to do that visitors almost forget to appreciate the grandeur about them—the trees in their snowy white dress; the lofty domes, peaks and cliffs man-

tled in ermine; the falls draped with icicles; broad, snow-covered meadows, their white expanse unbroken save for the tracks of browsing deer and the few bears who stubbornly refuse to hibernate.

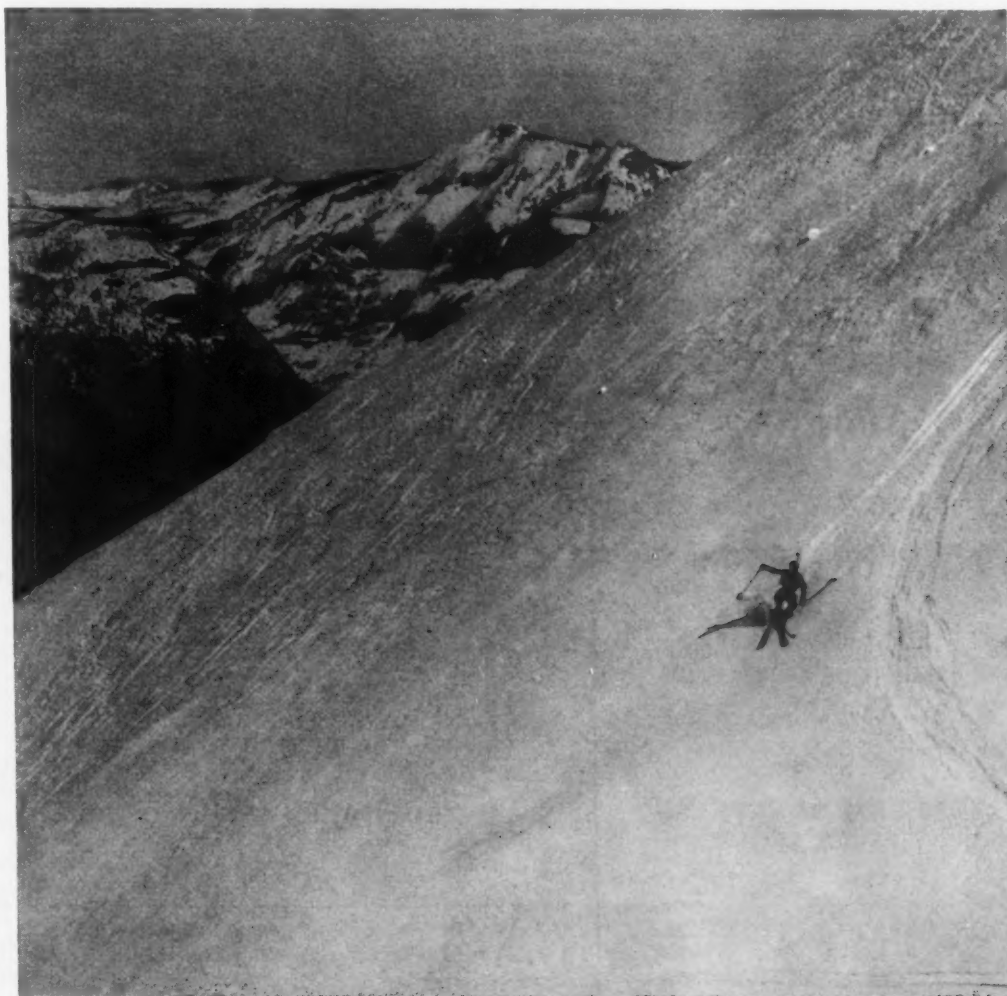
Is it any wonder that prospects of a snow-holiday in Yosemite bring forth exclamations of delight from every member of the family?

Is it any wonder, either, that the idea of "split" vacations—one week in summer and the other in winter—is gaining headway among those who work the year round? Actually one week of winter sports in Yosemite is the equivalent of four full week-ends. It saves three round-trips by auto or train, and each day during the week sees an improvement in anyone's skiing and skating form that cannot be accomplished by an interrupted program of week-end jaunts to the snow.

All year California is the apple of the weather man's eye—but he can be most proud of "winter" in an exciting Sierra playground.



The ice skating rink, near Camp Curry, Yosemite, with Half Dome in the background



A skier on the Inspiration Point Run, Yosemite National Park

NEW CUNARD LINER

MAURETANIA TO BE THE NAME OF THE NEW CUNARD WHITE STAR LINER

New 30,000-Ton Ship, Now on Ways to Be Launched on July 28, 1938 — Lady Bates to Christen New Ship — Directors Decided to Name Vessel After World's Most Famous and Best-Loved Liner

THE directors of Cunard White Star Limited have decided to name the new 30,000-ton liner now on the ways at Birkenhead after the Mauretania, the world's most famous and best-loved liner, "the ship with a soul," as she was poetically called when she sailed away to Rosyth to be broken up.

The "reincarnated Mauretania," now under construction at the yards of Cammell Laird, at Birkenhead, will be launched on July 28, next year, and the christening ceremony will be performed by Lady Bates, wife of Sir Percy E. Bates, G. B. E., Chairman of Cunard White Star. She is expected to enter service in 1939.

The new vessel will be nearly 750 feet in length, approximately the same as her predecessor. Features of the hull design will be the terraced bridge superstructure, cruiser stern and two masts. In addition, the latest idea of installing only two large funnels in big ships will be adopted. This will mean not only increased deck space for games and promenading, but also increased interior passenger accommodation.

The new Mauretania will be a twin-screw

vessel driven by Parsons single-reduction geared turbines. Steam will be supplied from high-pressure water-tube boilers.

Three classes of passenger accommodation will be provided—cabin, tourist and third class. In all classes the scale of accommodations will be on spacious up-to-date lines.

An idea of the size of the vessel can be obtained from the fact that there are ten decks as compared to seven on the old Mauretania. These include a sports deck and a sun deck, giving good space for open-air activities in all classes. In addition there will be an unusually large number of sheltered promenade spaces available for passengers.

On the promenade deck there will be an extensive series of public rooms for cabin passengers. These will include an observation lounge, grand hall (fitted with dance floor), lounge, writing salon, library and children's room. There will also be a gymnasium, swimming pool and verandah cafe.

The public rooms for tourist-class passengers will meet the requirements and taste of the ever-increasing number of people who travel in this class, and include lounges, a children's room, and a gymnasium.

Third-class passengers will be provided with a lounge, children's room and unusually extensive deck spaces, both sheltered and open. There will be facilities for entertainments, including dancing and (talkie) picture shows in all three classes.

* * *

Nursing and the registered nurse; Nursing and how to prepare for it; Nursing—a profession for the college graduate; are three vocational guidance bulletins issued by Nursing Information Bureau of the American Nurses Association.

California school people interested in these helpful and practical pamphlets may obtain them by addressing the executive secretary, California State Nurses Association, 609 Sutter Street, Room 309, San Francisco.

* * *

Million Dollar Map

THE largest accurate scale relief map ever built, costing more than a million dollars, is planned as one of the outstanding attractions of the 1939 Golden Gate International Exposition.

This map, measuring 100 by 150 feet, will occupy the court of the Hall of the

Western States. Built on a scale of one inch to the mile with a 2½-to-3 exaggeration of contours, the map will faithfully depict every depression and elevation in the Rocky Mountains and Pacific Coast States, an area of 1,189,141 square miles.

Various stands of timber throughout the entire west will be indicated by different shades of green, while other colors will be used to differentiate farming, grazing areas and barren land. Watersheds, drainage, hydro-electric projects and highways will also be shown. Undoubtedly the map will prove a definite aid in fire-fighting, forest conservation, crop, pest and soil erosion control, mineral surveys, and in engineering new roads through mountainous regions.

This project is the outgrowth of work now being carried on by the United States Forestry Service, which has completed many individual sections of the western forest area.

* * *

Mayfair

MAYFAIR, London, derived its name from a fair that used to be held at the north side of Piccadilly during the first fifteen days of May.

Sydney Smith once said that Mayfair, the parallelogram between Oxford Street, Piccadilly, Regent Street and Hyde Park, "enclosed more intelligence and ability, to say nothing of wealth and beauty, than the world had ever collected into one place before."

* * *

High School Teachers

Activities and Education of High School Teachers in California

JESSE ALBERT BOND, associate professor of education and associate director of secondary training, University of California at Los Angeles, is author of a timely and valuable monograph dealing with the activities and education of California high school teachers.

A large volume of over 300 pages with many tables and charts, Dr. Bond's dissertation is of practical service to all workers in the secondary field. Dr. Aubrey A. Douglass, chief, State Division of Secondary Education, has contributed a luminous introduction and declares that the book presents vital data for those interested in improving the program of teacher-training.

It is published by Suttonhouse, 354 South Spring Street, Los Angeles.

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Jehiel S. Davis

JEHIEL S. DAVIS, teacher of chemistry, Van Nuys High School, Los Angeles City High School District, and world traveler, made two noteworthy addresses illustrated with motion pictures at the N. E. A. convention at Detroit.

Traveling in Europe with Geographic Eyes was the theme of his paper delivered before the joint meeting of N. E. A. Secondary School Section and National Council of Geography Teachers. Conduct of School Trips was his theme before a joint meeting of N. E. A. Secondary School Section and Geography Section.

Mr. Davis conducts the Jehiel S. Davis Travel Service with headquarters at Van Nuys and extending to London, Paris, Berlin, Napoli, Wien, Budapest, Praha, Geneve and Amsterdam.

* * *

Progress at San Dieguito

THE new San Dieguito Union High School opened its doors September 14, 1936. The present term, its second, finds an enrollment of 330 students in the 6 grades of the Junior-Senior organization, a 20% increase over the first and initial registration of a year ago.

Seventeen teachers constitute the staff and 5 buses are used to provide transportation for its student body. The assessed valuation of the new district totals approximately \$6,500,000. Seven elementary school districts compose the new union high school district.

The school has been housed in the Encinitas primary school plant supplemented by 10 separate classroom tents, the community hall, and the basement of the community church, and the Cardiff elementary school plant. On January 3, 1938, the school will be moved to its new \$300,000 plant on a 40-acre site, a mile east of Encinitas. Dedication ceremonies are scheduled for January 11, 1938. The local program has shared in a federal grant through the Federal Emergency Administration of Public Works.

The school has achieved accreditation in its first year of operation. A class of 30 constituted its first graduating class, June 10, 1937—14 of whom continued at the universities, colleges and state colleges of the southern part of the State.

The program of instruction offered includes vocational agriculture, home-making, business training, music and art, as well as the usual subjects in English, mathematics, language, science, health education, and the social studies. Arthur M. Main is the principal.

SAVING OUR SCHOOLS

CHRISTIAN SCIENCE MONITOR, international newspaper, is publishing an outstanding series of 52 major articles entitled Saving Our Schools. A few statements from the Monitor series are:

One-fourth of all the public school teachers in the United States are forced to feed, shelter, and clothe themselves and their families on \$2 a day or less. (But not a single one of these teachers is in the state of California, owing to the constructive work of California Teachers Association over many decades.—Ed.)

Nearly half of the adults in the United States have not finished elementary school.

College graduates number but 3% of the country's adult population.

No education facilities whatever are provided for some 2,750,000 children in our nation, wealthiest in the world.

Teachers!

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STAGECOACH ROMANCE

Cover picture of this issue shows a California stagecoach in the Sierras; plate from a rare photograph in the private collection of W. E. Travis. The following article is from *Standard Oil Bulletin*, published by Standard Oil Company of California.

THE ultimate in land transportation in the old gold-rush days to the Pacific West was the thorough-braced Concord coach, its body cradled in longitudinal leather straps that aided in momentum and balance, and that, in conjunction with the bad roads of the period, also rocked and jostled passengers almost constantly.

These handsome vehicles, drawn by six horses, accommodated nine people inside, three facing forward, three backward and a triad in the middle. Nine more could ride on top, with one or two on the box beside the driver. It is recorded that as many as 35 persons rode the Shasta stage one day.

Passengers got down and walked up mountain grades, shook with fright during galloping descents, cooperated at times in righting an overturned coach, cowered before or sometimes shot at bandits who preyed on the stage throughout its long and eventful history.

Despite these handicaps, and the long hours, dust, and discomforts, people seemed to enjoy their trips. There was romance, color and excitement in the

western stage systems and in the men who ran them. The drivers who tooled their teams so expertly included many notable figures of the gold-rush period—Hi Washburn, Ben Wing and Hank Monk among them. The Olympian descent of these men and their ceremonial entry into the tavern bar was truly an event.

The name of Bret Harte is listed among the shotgun messengers who guarded the Wells-Fargo-bound treasure in the boot under the driver's seat.

But those stagecoach days in the West linger on only in historical volumes, or on crude broadside schedules, a few of which have been preserved. The "six-ribboned coachcraft," the "accordion chariot of commerce," the "leather-slung contrivance," are museum pieces now, and in their place, with almost as sudden a rise into prominence and popular favor, has come the bus—evolving from

a jitney to a \$20,000 de luxe air-conditioned streamlined motor cruiser roaming over every highway in the country.

IN the Pacific West, it is quite natural that early-day stagecoach operators should be the pioneering executives in the newer field of travel. Many have lived to see the vast changes in the transportation picture. One western pioneer, W. E. Travis, who had previously run horse-drawn stages and at one time had more miles of route and more mail contracts than any other stagecoach operator, is today president of the Pacific Greyhound Lines, one of the biggest units of the world's largest inter-city bus line.

Twenty-five years ago the longest bus ride that one could take in the West was from San Diego to Escondido, a distance of 35 miles. Today one may travel by Pacific Greyhound Lines between every major city on the West Coast over 9,000 miles of route.

The stage lines in the West, as elsewhere in the country, had humble beginnings. Many of them were started by force of circumstances, with little or no premeditation. The San Diego-Escondido line was started because the owner of the car had occasion to make frequent trips between his home in San Diego and his ranch in Escondido. He found that so many people wanted to take the trip with him, and were willing to pay for it, that he started charging a regular fare, operating on a regular schedule.

WORLD RADIO SERVICE

SERVICE BRINGS AMERICAN TRAVELERS U. S. NEWS AS SOON AS NEXT-DOOR NEIGHBOR AT HOME GETS IT. . . . PRESS-RADIO COOPERATING ON INTERNATIONAL BROADCASTS

AMERICANS are home bodies at heart, and news of home assumes great importance to them when they are traveling over the world. For that reason the American Express Travel Service, through its world-wide chain of offices, maintains reading-rooms for travelers, rooms amply supplied with the latest home-town newspapers, which anyone may read for the asking.

Now, whatever corner of the world American travelers may visit, a new service will bring them the latest news from the United States as soon as the next-door neighbor at home reads it in his daily paper.

Starting recently, General Electric broadcasts daily news at 2 p. m., PST, over two powerful international stations, W2XAD and W2XAF, as a special service to travelers.

Different from other programs in that they are devoted exclusively to United States news, these broadcasts have been started at the request of hundreds of short-wave listeners in all parts of the world. Passengers on the high seas, Americans traveling in remote corners of the globe, and American miners and engineers in Central and South America through this daily service receive American news.

The Press-Radio bureau prepares the reports, basing them on information from the Associated Press, United Press and International News Service. Station W2XAD, operating on a wave length of 19.56 meters or 15,330 kilocycles, is best for reception in Europe, the Mediterranean and Central Asia. W2XAF, on 31.48 meters or 9,530 kilocycles, can be received in South Africa, South America, Australia and the Far East.



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EDUCATIONAL NEWS

JOHN A. SEXSON *President*

ROY W. CLOUD *State Executive Secretary*

VAUGHAN MacCAUGHEY *Editor*

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VOLUME 33 ♦ DECEMBER 1937 ♦ NUMBER 10

EDUCATIONAL POLICY

CALIFORNIA TEACHERS ASSOCIATION CONFERENCE, HOTEL BILTMORE,
LOS ANGELES, DECEMBER 10, 1937

TOPIC: Group Living and Democratic Policies.

AUDIENCE: There will be in attendance 400 or 500 school people assembled from all over California. These will be the persons largely responsible for planning and directing the programs of public education in their several communities.

PURPOSE: The conference has two major purposes:

1. To present to these leaders constructive ideas on the more significant problems of our present-day society.
2. To exemplify in the procedures followed in the conference the methods by which these persons, returning to their own communities, may select speakers, organize problems, and direct the public in the study and consideration of societal problems in whatever areas there is felt to be a need for such study.

The Problem of the Day — Definition

Any society, whatever its theory of social and political control, is not homogeneous. It is composed of castes, groups, factions, parties, cliques, vested interest groups, majorities, minorities, social, political, economic, cultural, and religious groups, which will, unless techniques of cooperation are followed, clash and come into conflict. These clashes will be more or less violent and destructive according to the degree of divergence of interest and the relative strength

and aggressiveness of the groups involved.

Totalitarian states deal with these groups in one way. Dictatorships have their methods. Communistic and socialistic societies face the same problem. Democracies, too, must arrive at a way of life for all their people that will make life, liberty, and the pursuit of happiness a reality.

What, then, are the democratic techniques by which groups of divergent and often conflicting interests may live and work within the framework of a democratically organized and administered society?

What Is Democracy?

Dr. John A. Sexson will speak briefly, introducing the conference and describing democracy somewhat as follows:

No fully acceptable definition of democracy is possible. No wholly satisfactory statement as to what democracy is, what it involves, or what it implies for all of the various individuals and groups in our country could be phrased. Therefore, the statement here given is for the purpose of setting up a frame of reference from which those who represent groups, and who present their problems, may speak. Each speaker is at liberty and should feel free to enlarge or to reduce this statement—to speak with reference to any parts thereof, to accept in whole or in part the implications set forth—provided that if another viewpoint is substituted, any changes made will be clearly stated.

First of all, democracy is a way of life. By this, we mean that it is conceived as affecting all that an individual does. It determines not only his political behavior, but his social, economic, religious, and ethical behavior as well. For this reason, policies and procedures of all groups, all institutions,

even the home and other individual relationships, must be arrived at on a democratic basis and squared with democratic ideals.

Dictatorial, autocratic, and undemocratic relationships in any area weaken and render ineffectual democratic processes in all areas. Hence, democratic ideals, democratic processes, and democratic techniques must pervade home, school, church, industry, politics, social, economic, and all human relationships. The American people must live democratically. Hence, all our people must understand democracy. They must appraise its advantages and defects; they must remove its imperfections, expand its excellencies, and make it pervasive in all aspects of individual and group life.

The underlying tenet of democracy is respect for personality—belief in the worth and the sacredness of all that is human. The saving element in the human individual is intelligence. Consequently, democracy rests upon intelligence, its diffusion, its application to the problem of the individual and of the society, and the validity of the goals toward which intelligence leads. Democracy proposes to substitute intelligence and the processes growing out of the application of intelligence to problems of human affairs for force and regimentation as control of individual and group behavior.

Democracy is not a fixed pattern. It is not the end result of social organization. It is a mechanism of social control within which there is opportunity for continued human growth toward better processes, better relationships, toward progress for the whole society, toward more happiness for greater numbers for longer and longer periods of time. It takes continuous account of new needs on the part of humans and new resources for satisfying those needs.

Democracy necessarily involves the principle of participation and the process of sharing on the part of all who are involved. Participation necessitates faith in oneself on the part of every individual and faith in others on the part of all. Sharing neces-

sitates ability as well as opportunity to possess, to use, and to appreciate the elements of the common culture.

Participation and sharing both involve flexibility, adequate to compensate for individual differences; freedom to escape social pressures and unconscionable demands of society, to privacy in personal matters, to individuality in dress, mode of living, and to freedom in arriving at, holding, and expressing well-grounded beliefs in religious, economic, and political affairs.

All of these must be balanced with an adequate regard and concern for the welfare of the whole group, with the concept of nationalism, with the facts of science, with truth, and such principles of a democratic people as liberty, equality, fraternity, patriotism, and loyalty.

I am indebted to Dr. William H. Burton, of the University of Southern California, for the following excellent summary of what democracy is:

1. The democratic philosophy implies consideration for all and respect for personality. Democratic civilizations, therefore, achieve stability and security only to the extent that education (understanding) permeates the entire mass of population.

2. The democratic philosophy implies the free participation of all in all of the aspects of life.

3. The democratic philosophy implies that whatever class distinction, or caste, exists will be based on the function which the individual presumes within the group. Consequently, there can be no upper or lower class, no stigma attached to an individual originating from his class placement. This is to be contrasted with class in a non-democratic society, where classes are arbitrary and fixed and there is no free passage from one to another, in that these classes are based upon birth or social position and are protected by insurmountable barriers. Where class divisions are based on function, it is obvious that there will be free passage from group to group.

4. The democratic philosophy implies that what authority exists is derived from the consent of the governed, and is used for the good of the entire group. In a non-democratic society, the concept is that the authority is derived from outside the group, and that the possessor may utilize it for his own good. It should be borne in mind that the popular concept that there is no authority in democracy is not supported by this philosophy. The implication is only that the group may, if the individual abuses his authority, withdraw it from him.

5. The democratic philosophy implies that its institutions shall be flexible and evolutionary, that they are emerging and continuously adapting themselves to new conditions.

Mr. Sexson will then introduce George H. Merideth, who will direct the following program:

I. Issues confronting Majority and

Minority groups in a democratic society.

Democracy is unique in that it not only allows, but depends for its very vitality on, intelligent differences of opinion—upon the right of minorities not only to exist but to become majorities. The rights of citizens to propose measures, to discuss issues freely, to decide issues at the polls, to appraise and amend decisions in the light of intelligent judgment, and the obligation of citizens to accept majority decisions—all these are essential to a working democracy. We need not and must not demand uniformity of opinions. What we must demand is a type of organization in which the decisions of the majority will be intelligently made and willingly accepted and the rights of minority groups will be universally respected.

How, in brief, may the government become more truly a government of the people, by the people, and for the people?

A. Representing the majority—Dr. Edward M. Sait, professor of political science and law, Pomona College.

B. Representing the minority—Dr. Allan Nevins, research fellow, Henry E. Huntington Library and Art Gallery.

II. Issues confronting Capital and Labor in a democratic society.

We have developed a tremendously rich country under the capitalistic system. As the frontier has disappeared, however, and as natural resources have diminished, we have been faced with new problems—technological unemployment, inequitable distribution, and restricted consumption—all in a society abundantly supplied with human and material resources. These problems are of the most vital importance to us all—to the employer, the worker, the consumer. We have more shared interests than conflicting ones.

How can we develop techniques by which capital and labor, employer and employee, can work together in the achieving of these common purposes?

A. Speaking for Labor—John Dalton, member, Los Angeles Board of Education; President, Los Angeles Typographical Union.

B. Speaking for Capital—Almon Roth, comptroller, Stanford University.

III. Issues confronting Church and State in a democratic society.

History has seen many changes in the role of organized religion in society. At one extreme we had during the Middle Ages complete control of the State by the Church, while we have in some countries today the complete control of the Church by the State. We see, on one hand, today evidences of the breakdown of religious influences; on the other hand, we see increased sensitivity to many human and spiritual values. These contrasts lead to many questions:

(1) What is the place of the Church in a democratic society?

(2) In what ways has the Church stimu-

lated and in what ways retarded the solution of present-day problems?

(3) In what ways do the schools and the social agencies, as well as the Church, contribute to the development of spiritual values?

(4) How may all these agencies cooperate most effectively in developing the spiritual values essential to rich, significant living in a democratic society and yet leave to all individuals freedom of conscience?

Speaker: Dr. Theodore G. Soares, professor of ethics, California Institute of Technology.

IV. Conclusion and Summary.

Luncheon recess until 1:30 p.m.

Afternoon Session

I. Extension of democratic policies to the school (Panel discussion).

What problems confront those engaged in the operation of the public school within a democratic society? How may they make the school most effective in the attainment of truly democratic goals, through democratic processes and thus productive of succeeding generations of individuals better conditioned to the democratic way of life in public and private affairs?

A. Speaking for the Superintendent—Dr. Percy R. Davis, superintendent of schools, Santa Monica.

B. Speaking for the Principal—Helen Babson, principal, Eagle Rock Junior-Senior High School.

C. Speaking for the Teacher—Robert S. Farrar, assistant vice-principal and teacher of social studies, Santa Ana Senior High School. Ethel F. Sykes, teacher of English and social living, Manual Arts High School, Los Angeles.

D. Speaking for the Student—Robert Coates, student, Pasadena Junior College.

E. Speaking for the Parent—Mrs. Mark F. Jones, member, State Committee on School Education, California Congress of Parents and Teachers.

F. Speaking for Board of Education Member—Eugene Tincher, president, Long Beach Board of Education.

G. Speaking for the Curriculum Consultant—Jay D. Conner, director of elementary education, San Diego City Schools.

II. Contribution of the school to the extension of democratic processes in group living.

What contributions may a democracy expect the school to make to the processes of group living in the fields of:

- A. Personal relationships
- B. Group relationships
- C. The total culture

Speaker—Dr. William H. Burton, professor of education, University of Southern California.

III. Discussion, questions, summary.

TAX REDUCTION

WHAT ARE THE CHANCES FOR TAX REDUCTION? REPORT TO ANNUAL MEETING TAXATION SESSION

A. E. Roth, Chairman, Statewide Tax Committee, California State Chamber of Commerce

THE people of California will be called upon during the 1937-38 fiscal year to pay at least \$60,000,000 more in total State, county, district and city taxes than they paid last year. Final figures will no doubt exceed these early estimates.

After the slight lull in 1933, we are now climbing the ladder of increased expenditures, all the way up the line, with accelerated rapidity. In the face of this trend, what are the prospects for a reduction in taxes?

The State Situation

The 1937 Legislature enacted, and the Governor approved, expenditure authorizations from the State's general fund for the present biennium totaling an estimated \$325,000,000. In addition, it is estimated we had a general fund deficit of about \$13,000,000 at the beginning of this biennium, thus indicating the need of general fund revenues during the biennium of \$338,000,000 to finance expenditure authorizations and liquidate the carry-over deficit.

From the revenue standpoint, the Department of Finance advised the Legislature that existing tax laws would produce general fund revenues of \$338,000,000 during 1937-39.

Thus, when the Legislature adjourned, and the bill-signing period was over, the outlook, as based on estimates at that time, was that we would approximate a condition of complete balancing of the State's budget by the end of this biennium.

It is my understanding that since that time the Director of Finance has publicly announced prospect of a \$10,000,000 to \$15,000,000 surplus by the end of this biennium. Naturally, such estimates are subject to current revision, but they at least afford some measurement of the outlook.

When the expenditures are analyzed in greater detail, it is noted that about \$23,000,000 has been authorized for capital improvements—that is, building and construction in various State insti-

tutions and buildings, largely to make up for a lack of necessary construction during the past four to six years.

Furthermore, the \$13,000,000 deficit will have been liquidated. Hence, with this announced surplus prospect, and with the deficit wiped out, we have indication that general fund revenues, as produced by present tax laws, are somewhere between \$25,000,000 and \$30,000,000 greater than necessary to maintain the present level of regular recurring general fund obligations.

Furthermore, to the extent that any part of the \$23,000,000 building program may be considered emergency and extraordinary in character, just that much more would accrue to a surplus balance. Nor does this take into consideration any possible reductions in other commitments.

Statistically, at least, one answer to our question is that there is a chance for a material reduction in State taxes during the 1939-41 biennium, unless we have a marked depression by that time. Such a prospect, however, may be a mixed blessing and curse, as any outlook for a surplus immediately opens the gate for increased spending. If any surplus is to be translated into tax reduction, it will only come about as result of the same forceful statewide action which last year and this spring so strongly urged "no new or increased taxes."

The policy of "tax reduction" must be made popular, politically. Unless this incentive is generated to a high degree, the chances are slim, as demands for increased spending must be resisted and offset by a stronger, counteracting demand for tax reduction.

On paper, the prospects are real. However, the practical prospects challenge the united efforts of every agency and individual interested in maintaining good government, sanity in expenditures, and taxes within some range of reasonable ratio to the State's real needs.

Just how any reduction in taxes can and should be distributed most equi-

tably among the different taxes making up the State's revenue structure will of course raise questions requiring much additional study, and which undoubtedly will not be decided without prolonged differences and controversies.

County Situation

This year's picture regarding county taxes presents a different story. Incomplete figures, subject to recheck, show that the 1937-38 general county tax levy of all counties is at least \$16,000,000 greater than last year, or a 17% increase. Thirty-nine counties had increased tax rates; 11 had no change in rate; only 8 had decreased rates. Also, comparable increases are noted in most of the special district levies so far examined.

Analysis of the county budgets shows that one of the important factors causing these increases was the liberalization of aid to aged, blind and orphans, with its resultant mandatory effect upon county expenditures.

However, this is by no means the whole story. Of this \$16,000,000 increased county levy, examination of budgets indicates that between \$4,500,000 and \$5,000,000 increase is in the aid to aged, blind and orphans items. I am speaking now only of that part of the increased costs which represents the counties share, as, of course, the total increase in these expenditures, including Federal, State and county participation will be nearer \$15,000,000. Hence, we find that general county tax levies this year, for the State as a whole, excluding the amounts necessary for aid to aged, blind and orphans, increased about \$11,000,000, or nearly 12% over last year.

Other contributing factors have been salary increases and restorations, provision for increased cost for materials and supplies due to rising price trends and expansion of building and construction activities in many areas, including roads and bridges. What effect the absence of any statutory expenditure limitation had on this situation is a matter of debate, but at least the fact cannot be overlooked that this is the first time since 1933 when expenditure budgets of counties, districts and cities have been free from the 5% expenditure limitation law.

It is thus clear that the chances for tax reduction in that part of our aggregate expenditure program which derives its revenues from property taxation present a much more confused outlook than prevails with regard to State taxes.

ONE thing is clear. The only way reduced county taxes can be secured is by reducing the level of expenditures, and, if any appreciable reductions are to be expected, this means that marked decrease in expenditures would have to be brought about in those major items in the county program where most of the money goes, namely, charities and corrections, with its component elements

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A GREAT MEETING

CALIFORNIA SCHOOL SUPERINTENDENTS AND SUPERVISORS ANNUAL CONFERENCE, HOTEL FAIRMONT, SAN FRANCISCO

WALTER F. DEXTER, California State Superintendent of Public Instruction, and all who were associated with him in the recent 1937 annual conference of California city, county and district superintendents of schools and supervisors and directors of instruction and child welfare, deserve most hearty congratulations upon the marked success of the convention.

Held at Hotel Fairmont, San Francisco, October 27-30, the conference brought together 600 or more school-people and friends of education. The local committee on arrangements did a superlatively good job and comprised Joseph P. Nourse, San Francisco; Walter L. Bachrodt, San Jose; Lewis H. Britton, Santa Clara county; Charles M. Dennis, San Francisco; Virgil E. Dickson, Berkeley; Oliver R. Hartzell, San Rafael; Walter T. Helms, Richmond; E. W. Jacobsen, Oakland; George E. Kendall, Marin county; Edwin Kent, Sonoma county; David E. Martin, Alameda county; Homer Martin, San Mateo; William G. Paden, Alameda; B. O. Wilson, Contra Costa county.

Dr. John A. Sexson Speaks

The conference was officially opened Wednesday morning by Sam H. Cohn, state deputy superintendent. Chairman was Mr. Nourse; secretary, Pansy Jewett Abbott, San Mateo county. Following the invocation by Reverend Homer K. Pitman of San Francisco, two major, significant addresses on problems confronting education were made by Dr. Dexter and Dr. John A. Sexson, Pasadena.

The musical programs which preceded the various sessions were of outstanding excellence and distinction and were under general direction of Charles M. Dennis, of San Francisco.

The Thursday morning general session featured trends in curriculum thinking and practice.

Chairman was President Frank W. Thomas, Fresno state college; secretary, Eva Holmes, Napa county. A splendid address by Professor J. Paul Leonard of Stanford, preceded a symposium by Dr. Jacobsen; Will C. Crawford, San Diego; Professor Floyd F. Caldwell, Chico state college; Curtis E. Warren, Santa Barbara; Mrs. Muriel Edwards, Santa Barbara county; Dr. A. A. Douglass, Claremont Colleges.

The third general session, Friday afternoon, centered upon the people and the schools; chairman, Dr. Dexter; secretary, Mrs. Portia F. Moss, Placer county. A stimulating address by President Tully C. Knoles, College of the Pacific, preceded a symposium by Mrs. B. C. Clark, president, California Congress of Parents and Teachers; G. L. Aynesworth, president, California School Trustees Association; Arlin E. Stockburger, director, State Department of Finance; Ford A. Chatters, member, State Board of

Education; Mrs. Anne deG. Treadwell, director, National Youth Administration, California.

John F. Brady, chief deputy superintendent, San Francisco, and vice-president, California Teachers Association, presided at a brilliant and inspiring college dinner Wednesday evening in the Gold Ballroom. Forrest V. Routt of Martinez led the community singing and President Alexander C. Roberts, San Francisco state college, delivered a lucid and scholarly address.

A BREAKFAST session was held on Indian Education. California State Association of Supervisors of Child Welfare and Attendance held a business meeting, presided over by Alma M. Pool of Stockton, president.

Association of California Public School Superintendents, held a joint dinner and business meeting, Thursday evening, with California School Supervisors Association, followed by dancing and entertainment. Executive committee of the superintendents association comprised, president, Cornelius B. Collins; vice-president, Mrs. Leolla Riffe Schott; temporary secretary, Dr. Jacobsen; treasurer, Bruce Walter.

On the legislative committee were Walter T. Helms, chairman; Ray Adkinson, Charles Broadwater, Robert Hartzell, Charles C. Hughes, E. W. Jacobsen, Fred M. Tonge, C. S. Weaver, B. O. Wilson.

Resolutions committee comprised Mr. Paden, chairman; Homer F. Aker, W. K. Cobb, Minerva Ferguson, Vierling Kersey, Walter L. Kynoch, J. W. Lawson, Homer Martin, Dan H. White.

The nominating committee was Will C. Crawford, Eva Holmes, Edwin Kent, John Waldron, Ansel Williams.

Ira C. Landis of Riverside was elected new president; Pansy Abbott, vice-president; Mr. Paden, secretary; Bruce Walter of San Gabriel, treasurer.

Many superintendents attended service-club luncheon-meetings during their stay. The State Board of Education held a session. Placement representatives of California teacher-training institutions met. Phi Delta Kappa, Pi Lambda Theta, and California Congress of Parents and Teachers held luncheon meetings.

San Jose Chest Campaign

TEACHERS and principals played an important part in San Jose's recent \$123,050 Community Chest drive. Walter L. Bachrodt, city superintendent of schools, is the Community Chest president. Thomas MacQuarrie, president of San Jose State College, directed an important division. Assistant Superintendent A. H. Horrall of San Jose, and Principals Bob Kennedy, Forrest Murdock, A. R. Nichols, and Ray Thompson all held important posts.

California School Supervisors Association held a business meeting. President is Helen S. Thomas of El Centro. Secretary is Mrs. Dora P. Glines, Santa Maria. Section reports were made by Floyd L. Tarr, John G. Terry, Alvin E. Rhodes, Margaret Van Voorhees, Bessie C. McCabe. Raymond T. Neidoffer presented amendments to the constitution.

An extensive, rich and diversified series of section meetings covered all major aspects of the schools. Evaluating the administrative program was the theme for three section meetings of the superintendents.

Chairmen were L. E. Chenoweth, Bakersfield; Jay E. Partridge, Butte county; Guy A. Weakley, El Centro. Secretaries were Ardella B. Tibby, Comp-ton; Anna S. Forbes, Sierra county; Sadie V. Ash, Colusa county. Speakers were Mrs. Dorothy Dierke, Oakland; Kenneth E. Oberholtzer, Long Beach; Samuel Leask, Jr., Santa Cruz; B. F. Enyeart, Burbank; C. C. Trillingham, Los Angeles county; John Branigan, Redlands; Frank W. Thomas, Fresno; Harold E. Jones, Berkeley; Margaret E. Bennett, Pasadena.

Mr. Bachrodt presided at a section meeting on vocational education with Mr. Wilson as secretary. Speakers were Julian A. McPhee, Maude I. Murchie, Ira W. Kibby, Harry D. Hicker, John C. Beswick, all of the State Department.

C. L. Geer of Coalinga led a section meeting on improving the city school environment. George C. Bond, Santa Paula, was secretary. Speakers were Percy R. Davis, Santa Monica; Mr. Crawford, San Diego; J. R. Overturf, Palo Alto; Herbert J. Powell, Los Angeles; Andrew P. Hill, Jr., Santa Maria; Leo G. Gianini, San Francisco; Clarke E. Wayland, San Francisco.

County Superintendents Meet

David E. Martin had charge of a county superintendents meeting with Miss Abbott as secretary. Walter E. Morgan and Alfred E. Lentz, both of the State Department, discussed the school budget and the retirement law.

At a second meeting of county superintendents, John R. Williams presided with Mrs. Hallie Tierney, Modoc County, as secretary. Speakers were Herbert L. Healy, Mrs. Eleanor K. Bandy, Howard L. Rowe, Roy L. Driggers, C. Burton Thrall, Charles W. Bursch.

The city and district superintendents held two section meetings. Chairmen were B. F. Enyeart and D. P. Lucas. Secretaries were Lee T. Sims and Charles E. Teach. Speakers were F. H. Sutton, Norman R. Whytock, Dr. Douglass, Charles S. Norris, Walter M. Dickie, Walter H. Brown.

Five section meetings of school supervisors considered the elementary program, the secondary program, adolescence, children of seasonal workers and recreation.

Presiding were I. O. Addicott, Fresno; Irving R. Melbo, Oakland; C. H. Woodruff, Long Beach; Mrs. Lillian B. Hill, Sacramento; W. K. Cobb, Ventura county.

Presentations were made by John A. Hockett, Berkeley; George A. Rice, Oakland; George C. Geyer, Westwood; Helen Hunt, Oakland; Flaud C. Wooton, Claremont; Helen Heffernan, Sacramento; Charles W. Bursch, Sacramento; Francis L. Drag.

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WHY NOT REST TEACHING?

*Sarah R. Davis, Assistant Professor of Physical Education for Women,
University of California, Berkeley*

A FEW years ago Gerald Stanley Lee wrote an interesting and arresting book to which he gave the title *Rest Working*. His purpose was to describe the effect in the individual of a true poise, or effortless balance, when brought about through intelligent control of the mechanical and emotional forces operating in the body.

If, as he shows so entertainingly, one can rest while working, why should we not rest while teaching?

In this brief article, a few suggestions will be made for approximating the condition in which the body may rest mechanically, although at work in the teaching situation.

Rest, so considered, consists in an effortless balance, or poise, a condition in which stress is reduced to a minimum and therefore strain is as little as possible. Individual differences in height and weight, in joint mobility and stability, in muscular length and tone, are important elements in producing the condition in which one finds himself, a condition which may render the attainment of true poise difficult. Therefore, given the existing conditions, the problem may be to produce the best balance possible.

For good mechanical conditions of weight bearing, the supporting framework must be aligned as truly as the shape of its parts will permit. No one would expect a tower to be safe on a faulty foundation, and yet how many people expect to go about their business effectively and continuously on feet with bones in faulty alignment and poorly supported by muscles and shoes?

This is an individual problem, to be solved with the aid of the best advice and treatment obtainable and by the constant use of shoes that promote a true mechanical alignment of the bones of the feet while affording enough freedom for muscular action. There are several makes of shoes built on these principles, so that by a little experimenting, comfort and some improvement may reasonably be expected.

In standing, the feet should be directed forward, if the length of the

ligaments and muscles about the hip-joint will permit this position. The weight should travel downward through knee-joints placed directly above the center of the ankle joints, with the patellae directed forward. The foot should transmit weight through the line of the second toe, with the first and the outer three toes used as firm props to brace the ankle and heel bones.

The position and control of the pelvis is of prime importance in producing and maintaining good mechanical relations between the various parts of the body. It is the supporting segment of the trunk, the transmitter of weight to the legs. Its bones provide attachment for many muscles, large and small, that act on parts above and below. The center of gravity of the body is probably located within the pelvis. A little intelligently directed effort in the control of the position of the pelvis will therefore affect the position of all parts above and influence those below.

WHILE there are minor differences of opinion on this point, it seems in my experience to produce good results in comfort and ease, to hold the back of the pelvis low and firmly to the thighs when standing and walking. The results of this practice are too extensive to be described in this article. Experience may prove its desirability in freedom from strain and in relief from the fatigue which strain produces.

With the back of the pelvis always held down, the base of the spine finds a real support upon which it may rest without unnecessary strain upon its ligaments and muscles. The spine therefore may more easily be held as erect as the conformation of its bones and the length of its ligaments will permit. A poised balance of the spine releases an amount of energy formerly wasted to maintain positions of strain, that will be quite surprising to the individual who has conscientiously endeavored to sit and stand "straight" with the notion that the more discomfort the better must be the posture!

A poised balance of the spine permits freer movement of the ribs and more adequate breathing. The subcostal space is relieved from undue pressure from the chest, and the inner ease experienced will be gratifying to the individual who has endured cramped conditions in the body cavities without realizing how serious is the drain upon his inner resources from this habit.

A poised spine and well-supported chest will permit a better position of the shoulder girdle, although local conditions may exist which will offer resistance to an effective control of this segment.

Lastly, ease of position of the neck and head is made possible by a well-poised and supported spine. Tension in the muscles of the neck is a common affliction and may require expert assistance for its relief. Once the local difficulties are successfully dealt with, a better balance may be possible and should be constantly maintained.

How to Sit

In sitting, the seat of the chair should be low enough to permit both feet to rest entirely on the floor without pressure on the back of the thighs. If such a chair cannot be obtained, a broad stable foot-stool should always be used and the feet and legs kept in good alignment while sitting. Once this has become habitual, former efforts at comfort through crossing the legs, resting (?) on the toes, twisting the legs and feet in various ways, will be uncomfortable and even distasteful as the kinesthetic appreciation of the comfort of good alignment is developed.

The seat of the chair should not be too deep to permit the pelvis to be comfortably seated without causing pressure at the back of the knee joints. The pelvis should be well drawn under the spine so that the latter may rest almost squarely upon the uptilted base of the sacrum. In this position the bend in the back at or below the waist is decreased or obliterated, often with an immediate relief of backache in this region.

The trunk should be balanced vertically or a little forward with the spine easily erect and the ribs kept away from the front of the pelvis. No crease should be present between the chest and the abdomen.

IN leaning forward the pelvis should rock on the chair seat without disturbing the good relations between the parts above.

In writing, the adjustment should be made with the arm, rather than with the spine, and the trunk held with as little lateral disturbance of its poise as possible.

These suggestions for improving the alignment of the weight-bearing segments of the body should result, when intelligently applied, in relief from strain and tension, in a new ease and freedom in position and motion which may indeed enable one to rest physically, while teaching.

PROBLEMS OF TEACHERS

Alfred E. Lentz, Legal Advisor, California Teachers Association

THERE are problems of varying nature which appear from time to time to vex and perplex the teachers of the public schools. Two of these problems are here discussed in the hope that the discussion will be helpful to the readers.

I.

It is sometimes reported that the governing board of an elementary school district has asked or demanded that out of his salary a teacher purchase supplies for the district or pay the janitor of the schoolhouse or pay for other services which properly should be paid by the board from funds of the district. Presumably this practice is resorted to in order to evade those provisions of the Constitution and of the School Code prohibiting the use of all funds apportioned to the district from the State School Fund and 60% of all funds apportioned to the district from the State General Fund for any but teachers salaries, by paying the money to the teacher and requiring him to use part of it for services and supplies for the district. In any event, the practice is absolutely without any foundation in law.

Should any requirement of such nature be made a part of the contract of employment of a teacher or otherwise be made a condition of his employment, the requirement is void and unenforceable, because *first*, no such condition can be lawfully imposed upon a teacher, and, *second*, in nearly every case it will be found to involve an illegal expenditure of funds.

II.

Inquiry has been made respecting the right of the governing board of a school district to withhold all or a portion of a teachers salary. The governing board of a school district may not lawfully withhold any portion of a teachers salary except in the following instances specifically authorized by law:

1. Failure of the teacher to notify county superintendent of schools of the opening and closing of the school term (School Code section 5.541);

2. Failure of the teacher to keep state school register and leave the same

at the close of the school term (School Code section 5.545);

3. Failure of the teacher to make required annual report, including, in case of elementary school teachers, an order to the superintendent of public instruction for state textbooks, to the county superintendent of schools (School Code sections 5.546 and 6.334);

(The penalty for any one of the failures noted above is the withholding of the last month's salary of the teacher either by the governing board of the employing district or by the county superintendent of schools.)

4. Failure of the teacher to faithfully perform all duties prescribed (School Code section 5.547);

5. Absence of a teacher from duty (School Code section 5.744) when such absence is not caused by an act of God, by some act on the part of the governing board of the district, or the closing of school by the health authorities (Opinions Nos. 611, 779 of Attorney General; *Giguere v. Patterson*, 128 Cal. App. 167); except that (a) in the case of absence from duty because of illness for a period of not to exceed five school months the maximum amount of salary that may be withheld is the salary of the substitute employed to take the place of the teacher absent from duty (School Code section 5.750); (b) in the case of a Sabbatical leave of absence during which the teacher is to render service to the district, the amount withheld is the amount paid the substitute teacher taking the place of the teacher absent on such leave (School Code section 5.722);

(It is to be observed that in the case of absence from duty because of illness (except as noted above), because of accident, or because of quarantine resulting from contact with persons having a contagious disease, while performing his duties, the amount deducted from a teacher's salary is fixed by the governing board of the district. In all other cases, except as otherwise hereinbefore noted, deductions must be made from a teacher's salary when he is absent from duty as prescribed by School Code

sections 5.744, the amount of the deduction from the salary for each day's absence being computed by dividing the annual salary of the teacher by the days he is required to serve during the school year, including institute, the result being the amount to be deducted for each day of such absence.)

6. The deduction of contributions to the permanent retirement fund and the annuity deposit fund when required under the provisions of the State Teachers Retirement Salary Law (School Code sections 5.850 and 5.851);

(In a sense the deduction of a portion of a teachers salary in compliance with the provisions of the State Teachers Retirement Law is not a withholding of the teachers salary, inasmuch as the amounts deducted are those which the teacher would have to pay in one manner or another.)

7. The deduction of contributions to the district retirement system if there be one established in the employing district, and if the plan of the system so provides (School Code section 5.1103);

(Such deductions are not, as in the case of deductions made in accordance with the provisions of the State Teachers Retirement Law, an actual withholding of the teachers salary, since they represent amounts which the teacher would have to pay in one manner or another.)

The deductions or salary withholds referred to in the three paragraphs next preceding are applicable not only to teachers, but to all certificated employees of school districts.

"8. The withholding, at the discretion of the governing board of a district not paying the annual salaries of the employees in twelve equal installments, of one-sixth of each salary payment of each employee, the total amount withheld during any school year to be paid the employee in two equal installments during the following August and September (School Code section 5.743)."

IN the event any teacher believes any part of his salary has been unlawfully withheld by the governing board of the district, the teacher may appeal to the Superintendent of Public Instruction under the provisions of School Code sections 5.760 and 5.761, and the judgment of the Superintendent of Public Instruction in the matter is final.

SECONDARY EDUCATION

THE MODERN HIGH SCHOOL IS ON THE MOVE

Arthur Gould, Deputy Superintendent, Los Angeles City Schools

FOR so many years did secondary education stand practically still that it seemed that nothing would have the power to make any important change in it. This tendency to remain stationary was due to several rather obvious causes. The first of these was the well-understood college-preparatory function of the secondary school.

The second was undoubtedly the enormous growth in enrollment in the secondary schools, a phenomenon which those in the schools evidently took for approval of the school program. Moreover, the problem of absorbing huge additional enrollments each year so consumed the attention and energies of the schools that they had little time to give to the basic problems of education involved.

A third reason for the condition that existed may be found in the fact that most secondary school teachers and administrators themselves had come through the round of high school and college, of book study and subject specialization, to the job in which they were engaged. They themselves had been successful in making the rounds and surmounting the difficulties of these activities and themselves owed whatever degree of success they had to the academic things which they had done. What more natural than that they should feel that the same round of textbook and recitation should be the best thing for the children who came to their schools?

In spite of all these things—the conservatism, the traditionalism, and the inertia of the secondary schools—things have been happening in the last fifteen years which have stirred the situation profoundly. Time enough has elapsed since the beginning of the various innovations so that we may properly pause for a time to ask ourselves what they are meaning for secondary education.

One thing is certain. It is that those working in the field of secondary education have come to realize that the law

of survival is growth and that the one sure thing in life is change. Growth and change have been difficult to bring about because the direction of these has been definitely opposed by those who have entrenched interests and has been shrouded in fog and uncertainty for those who have been trying to bring them about.

No doubt the secondary school has been stirred to action by vigorous lay criticism of its conservatism. With this kind of a start, the criticism has developed much more intelligently and purposefully within the professional group itself until now all significant criticism is coming from within the schools, especially from those who are competently trying to find a new way ahead.

Secondary education has been assailed continually by injunctions to center education around the child, to free itself from the incubus of college preparation, to abandon a program of subject preparation, and to develop activities and procedures which would put the emphasis upon living in today's society. The difficulty has been to know how to do these things, and, in the course of many efforts to achieve change, undoubtedly many things have been done and will be done which will have to be abandoned as experience brings new light. This abandonment, however, should not give us reason for regret or worry. We should begin to be worried only if we once more, in

trying out new procedures, merely get into another rut which in turn prevents growth and change.

It is worth examining some of the signs that indicate that secondary education is up and stirring in connection with its own problems. Undoubtedly one of the most important things, forced upon the schools by the operation of compulsory education laws, is the recognition that in hundreds of schools the college preparatory function is a very minor part of the responsibility of the school. Such being the case, many of these schools are abandoning the usual college-preparatory subject divisions in favor of more normal groupings of materials and experiences for children. This means that the textbook is ceasing to be the chief source of information for children and that the reproduction of textbook information in the class recitation is not the chief end of going to school.

Groups of pupils are now interested in information about the world in which they live. Some of this may come from textbooks, some will come from publications of all sorts, including magazines, reviews, and newspapers. Much will come from observation, trips and interviews. The day of the single textbook is passing. If textbooks are used at all there must be several for the same class. Preferable to any textbook are sets of several different books to be used in the room by succeeding classes during the day. Under this arrangement the library comes to have a much broader place in the school activities. The classroom becomes a work-study room to which are brought library books as well as other materials. Thus the library penetrates into every classroom continuously and vitally.

No more notable evidence of the change that is going on can be seen than in the titles of the newer textbooks. In these titles one notices, in connection with the older subjects, such words as "socialized," "dynamic," "unit," and other terms of this sort. Obviously authors and publishers are sensing that a change is here and more changes are about to arrive. They are making definite efforts to meet the

(Please turn to Page 42)

Educational Policy

N. E. A. Educational Policies Commission has issued initial number of Educational Policy, a bulletin of information to be published bi-monthly.

Western members of the Commission include Dr. John A. Sexson, president, California Teachers Association, and Dr. Frederick M. Hunter of Oregon, a former president of California Teachers Association. Alexander J. Stoddard, superintendent of schools, Denver, is chairman of the Commission.

TOBACCO and STUDENTS

S. D. Law, Teacher of Biology, Exeter Union High School, Tulare County

LAST year our tenth grade biology classes studied the effects of tobacco on the student in the usual manner, using text, mimeographed study sheets, library references, and experiments to show the toxicity of nicotine (Black Leaf 40) on fish and the like.

Somehow it all seemed far-away and rather academic. It was therefore decided to see if we could note any relationship between smoking and grades among our own students. After some discussion a plan was worked out which met the approval of the classes.

It was necessary to arrange for meeting the objection that the smokers might not want to have their grades compared with non-smokers. Finally the matter was settled when one of the known smokers in the class said he did not see any reason to be ashamed of smoking and would be glad to see if there were any local applications of the idea that smoking affects grades.

A list of all the boys in school was obtained and mimeographed. This included about 175 names. Each of the 72 students in the two biology classes was given a copy of the list and asked to mark any names of which he was sure with an "S" if a smoker or an "N" if a non-smoker. It was left to the individual to decide how much a boy must smoke to be considered a smoker.

This marking of course was the crucial part of the study. If this was done carelessly or haphazardly the rest of the work would be useless. The classes gave every indication by this time of earnestness and care. It is probable that they erred by being too conservative or too lenient in calling a boy a smoker. Many papers came in with only a few names marked "S" or "N." Not all the boys in school were classified as one or the other.

Each section tabulated its own S's and N's separately. The two tabulations were found to agree very well. Each section then had a list made of the boys who had received five or more S's or N's. Semester grades were then obtained for each of these boys and totaled. To do this we changed letter grades into numbers as follows: A-10; B-9; C-8; D-7; Inc.-6; F-5.

The two sections did not get identical

results but were very close. Each found that the boys who were smokers were much poorer students than those who did not smoke. On this basis of grading, the non-smokers received a total grade of about one quarter more than the smokers. The results were very similar to those given by other such investigations. See Table I.

It seemed that there was material needed to carry the study to greater depths. The two section lists were put together. This gave the opinion of over 70 students as to which boys were smokers and which were not. Criteria were set as to who should be considered a smoker and who a non-smoker. If there was no difference of opinion then the opinion of five students was sufficient, i.e., if five students said a certain boy was a smoker and no student said he was not a smoker, then their opinion was considered to be good. If there was a difference of reports, then the criterion was that there must be at least 12 more of one than of the other to be considered. For example, a certain boy was rated a smoker by 4 persons in class and a non-smoker by two. We considered him a smoker. If three persons believed him to be a non-smoker, we did not use his record in our study. We believed that this would put some smokers and some non-smokers into the doubtful group but it did not do so to any great

Table I

Total Grades of Smokers and Non-Smokers

	Biology Section I	Biology Section II
Smokers	24.7	24.5
Non-smokers	30.5	30.8

extent. With these criteria we found we had the names of 61 non-smokers and 36 smokers.

Grades

A series of studies was made. The first included a consideration of the total grades received. It was then decided to break this down into English, mathematics, science, and shop grades. The data are presented in Table II.

In this table the columns headed "Number" indicate the number of grades for each group. Thus among the 61 non-smokers there were 34 semester grades given in mathematics of one kind or another, but there

were only 12 such grades among the group of boys who smoked.

It is interesting to note that the non-smoker's grades are materially higher in each case than those of smokers.

The type of boy who habituates himself to the use of tobacco seems to pick a rather different set of courses than does the abstainer. For instance among the 61 non-smokers more than half were taking some kind of a course in mathematics while only about one-third of the smokers were so registered. An even more striking difference is to be noted in the report of shop grades. About three fourths of the non-smokers were enrolled in a shop course, but there were more shop grades given to smokers than there were smokers. This means that some of the smokers were taking two shop courses at the same time.

In summary, the boys who smoke do not make nearly as good grades as those who do not smoke and the smokers show a strong tendency to get into other than strictly academic courses.

Table II

Grades of Smokers and Non-Smokers

	SMOKERS		NON-SMOKERS	
	Number	Average	Number	Average
All grades.....	36	7.07	61	8.21
Mathematics	12	6.83	34	8.47
English	31	6.58	51	7.80
Science	15	6.53	34	8.47
Shop.....	47	7.46	45	8.47

Intelligence

The question which naturally arose was "Are smokers dumber than non-smokers?" After some discussion about intelligence it was found that records were not available for all the boys in the study but that it was possible to obtain I. Q. ratings on most of them with the results shown in Table III. These figures were available on records from the County Superintendent's office and had been obtained in the eighth grade by the use of Otis tests.

While the difference in intelligence is probably statistically significant it is not much more than that. In other words the boys in both groups are just average boys, neither very high nor very low.

The difference in grades can not all be ascribed to a difference in intelligence. There is surely a portion of the difference due to other causes.

Table III

Intelligence of Smokers and Non-Smokers

	Smokers	Non-Smokers
Number	28	53
I. Q.	101	107

Age for Grade

An important measure of school success, both to the student and to the school, is the age for grade. If a boy starts in the first grade at six years of age, he should be a freshman or a ninth grade student when he is 14 years old. If, somewhere along the course of his schooling he fails, then he is over-age for his grade. There are other causes such as starting late or missing a year or

more of school. Even so the age for grade is a reasonably good, rough, measure of school success. One large advantage is that it is possible to arrive at fairly accurate figures since this is an objective measure.

Such a study was made of the two groups. No boy in either group was more than one year younger than was to be expected for his grade. No boy was more than three years older than he should have been for his grade. Both groups were alike in this range from one year under age to three years over age.

The total years of over-agedness for the 36 smokers was 33 years, if the years under age be treated as negative algebraic numbers. The corresponding total for the 61 non-smokers was but 25 years. On the average the smokers were nearly a year (0.92 years) over age and the other group only about half as much (0.41 years).

Smokers are likely to be old for their grade in high school. This is even more evident if the data in Table IV be considered. This shows that exactly one quarter of the habitual smokers were in the proper grade for their age. Another quarter were retarded more than one year.

Of 61 non-smokers, 37 were in the proper grade for their age. Only about one-seventh of them were more than one year over age.

It is clearly evident that smoking is not consistent with the ability to hold to the regular school pace.

Table IV
Over-Agedness for Grade

Age for Grade	Smokers		Non-Smokers	
	No.	%	No.	%
4 years over	0	—	0	—
3 years over	1	2.8	2	3.3
2 years over	8	22.2	7	11.5
1 year over	16	44.4	10	16.4
correct	9	25.0	37	60.7
1 year under	2	5.6	5	8.2
	36		61	
Total years	33		25	
Average years	0.92		0.41	

Smoking and School Attendance

Records used in certifying attendance to the State were examined. These are kept in great detail and are as accurate as it is possible to make them. The school year included 174 days.

The attendance records of the two groups of boys is very different. (See Tables V and VI.) Not one of the smokers had a perfect record and only one-sixth had not missed more than four days. As compared to this about one-quarter of the non-smokers were perfect in attendance, with another third that had not missed more than four days. That is, only 17% of the smokers were able to have as good attendance as 57% of the non-smokers.

More than one-fifth of the smokers dropped out of school before the end of the year. None of the non-smokers did. During the year the non-smokers attended school

28.8 more days on the average than did the smokers.

Thus there is an important difference in school attendance between the type of boy who smokes and the one who does not.

Table V
Smoking and Attendance

	Smokers	Non-Smokers
Average attendance, days	139.3	168.1
Perfect attendance, students	none	15
170 to 174 days, students	6	21
Left school, students	8	0

Table VI
Percent of Group Having Certain Attendance

	Smokers	Non-Smokers
Perfect attendance	none	24%
170 to 174 days	17%	33%
Left school	22%	none

Merit Rating

Our school had a system of merit rating or of using demerits for various offences against the school rules. A record of such demerits is kept. At the end of the first semester of the school year the record was examined with the results shown in Table VII. On the average the group of boys who smoke has occasion to receive about three times as many demerits as the non-smokers. This may also

be expressed by saying that the non-smoker is a much better school citizen.

Table VII
Demerits

Smokers, total demerits	822
Non-smokers, total demerits	462
Smokers, average demerits	22.8
Non-smokers, average demerits	7.4

Summary

IN the light of this study, made in a school of between 300-400 students in a rural community, we can picture the average boy who smokes as:

- (1) having poor grades although his mentality is not particularly low as measured by intelligence tests;
- (2) being about one year older than he should be for his class in school or at any rate half a year older than his abstaining class mate;
- (3) being absent about one fifth of the time;
- (4) a boy who has frequent difficulties with his teachers.

LUISA

TO LUISA VALLEJO EMPARAN

Daughter of General Mariano G. Vallejo of Sonoma, California

The following verses have been written to honor Luisa Vallejo Emparan, only living child of General Mariano G. Vallejo. Mrs. Emparan still lives on the old Vallejo estate Lachryma Montis (tear of the mountain) in Sonoma.

She is full of life and enthusiasm, in spite of because of her 82 years, and is Aunt Lulu to a host of adoring friends.

When the San Francisco Branch, League of American Pen Women, met to hold a picnic luncheon in her garden she was as young as any woman there. During the afternoon she sang *La Golondrina*, *La Paloma*, *Estranita*, and *Maggie May*. Someone said: "You should have heard her voice 30 years ago!" Perhaps it was vibrant, full of power and beautiful then, but surely it was no sweeter in tone than it is today.

To hear her sing—to see her standing "with lifted hand like a leaf in the air"—is to have seen something wonderful and infinitely dear.—Eugenia T. Finn, Santa Rosa.

I SHALL remember you—always singing
With lifted hand like a leaf on the air;
Dark eyes young with the joy of living,
A sprinkle of star-dust in your hair.

Olden charm in the room about you—
The mellow luster of vanished years;
Out of the past one voice remaining,
Eager for laughter, tender with tears.

Pride of name in your stately bearing.
Yours—a heritage few possess.
Courage, and strength, and high endeavor,
Faith, and a friendly graciousness.

Even your name means "bravely shining";
A light upheld in a darkened place.
I shall remember you, always singing
With lifted hand and a smiling face.

Conservation Bulletins

EMERGENCY Conservation Committee, Mrs. C. N. Edge, chairman, 734 Lexington Avenue, New York City, publishes a valuable illustrated series of teaching units on waterfowl, hawks, eagles, fish-eating birds, and owls; ten cents each. Also, a worthy series of illustrated conservation bulletins which are free.

News Letter of Phi Delta Kappa, Epsilon Field Chapter is a well-edited periodical. Officers of that Chapter are: president, C. C. Trillingham, Los Angeles; vice-president, Jesse A. Bond, West Los Angeles; secretary, Elmer C. Sandmeyer, Santa Monica Junior College; treasurer, C. D. Hardesty, Beverly Hills; News Letter editor, Charles E. Sutcliffe, 8612 10th Avenue, Inglewood; membership chairman, Paul Fisher, Los Angeles; music chairman, Evan Engberg, Los Angeles.

YOUTH PROBLEMS

REPORT OF THE YOUTH PROBLEMS COMMITTEE, CALIFORNIA TEACHERS ASSOCIATION, BAY SECTION PROGRAM FOR THE PREVENTION OF JUVENILE DELINQUENCY

IN order to develop a constructive program for the prevention of juvenile delinquency as the main project of the Youth Problems Committee for 1937, a questionnaire was sent out last spring asking for suggestions as to: (1) the causes of juvenile delinquency, (2) methods that are already being employed to combat these causes, and (3) further steps that should be taken to reduce and to eliminate the causes of juvenile delinquency.

Responses have been received from many different communities and from a variety of valuable sources: judges, coordinating council members, social workers, recreation directors, school superintendents, principals and teachers, P. T. A. members, probation officers, juvenile court officials, police department officials, representatives of chambers of commerce, district attorneys, and welfare chairmen of service clubs.

A complete compilation of the material received in these responses makes a lengthy report. In order to bring before you directly the constructive program for the prevention of juvenile delinquency, we will confine this report to a summary of the causes of delinquency that have been set forth in the responses received and the suggestions that have been made as to steps that should be taken for the reduction and prevention of juvenile delinquency.

We wish to acknowledge the fact that many excellent things are already being done and that numerous public, semi-public and private agencies and organizations are already at work along various lines to combat the causes of delinquency among young people. However, there is still much to be done.

We urge that you study the propositions set forth in the following pages, that you send to the chairman (Edith E. Pence, 53 Toledo Way, San Francisco) further suggestions that have bearing on this problem, and that you assist in putting into effect some of the remedies that meet with your approval.

YOUTH PROBLEMS COMMITTEE—Chairman, Edith E. Pence, City School Department, San Francisco; Alice M. Abbott, San Jose; Marion Arendt, Berkeley; Lucile Batdorf, Oakland; Mary Arline Brady, San Francisco; Mrs. May E. Davisson, Vallejo; Nina M. Farwell, Berkeley; Grace Gamble, Alameda County; E. W. Jacobsen, Oakland; Mrs. Frances M. Lanyon, San Jose; Anna McLaughlin, Contra Costa County; Cecilia O'Neil, San Jose; Bruce H. Painter, San Francisco; William A. Wieland, San Francisco.

Part I. Causes of Juvenile Delinquency

I. Unfavorable Home Conditions.

1. Broken homes due to illness, death, poverty, disagreement of parents, incom-

petency of parents, etc.

2. Demoralized homes due to incompetency, immorality, alcoholism, neglect, friction, etc., on the part of parents.

3. Undesirable physical surroundings due to bad housing conditions, overcrowded living conditions, transient situation of family (due to employment conditions or to restlessness and the trailer), etc.

4. Unfavorable family relationships:

A. Lack, on the part of some parents, of a sense of responsibility for the welfare of their children, due to ignorance or neglect.

B. Lack of mutual understanding due to ignorance, indifference, selfishness, incompetency, psychoses.

C. Lack of discipline or the wrong kind of discipline (overindulgence or unsympathetic severity).

D. Lack of supervision by parents and lack of contact with needs and activities of children when parents are employed.

5. Undesirable social and civic attitude on the part of some parents.

A. Lack of moral and civic standards in personal relations, family relations, business relations, civic relations, etc.

B. Failure to develop in children standards of honesty, responsibility, and unselfishness and respect for law and properly constituted authority.

C. Lack of support of school by the home.

II. Inadequate Provision in the Schools to Meet Guidance Needs.

1. No discipline or the wrong kind of discipline (extremes of too much or not enough freedom).

2. Not sufficient responsibility assumed for definite character development and development of moral and civic standards.

3. Lack of flexibility in curriculum:

A. Not sufficiently adaptable to differences in ability and capacities of children.

B. Not sufficiently adaptable to needs of pupils in preparation for living and for making a living.

4. Guidance activities not adequately developed and facilities lacking. (Attempt to popularize school by "coddling" pupils in choice of subjects, activities, discipline, grades, etc., is sometimes a substitute for a sane guidance program.)

III. Harmful Types of Entertainment and Diversion.

1. Certain modern toys and games that develop the wrong social attitudes.
2. Harmful types of motion-pictures.

3. Undesirable reading material (in books, magazines, newspapers).

4. Unsupervised or inadequately supervised dances and other forms of entertainment.

5. Unfavorable types of radio programs.

6. Undesirable uses of the automobile.

7. Use of liquor.

8. Hitch-hiking.

IV. Unfavorable Health Conditions.

1. Handicaps due to physical ill health or physical disability.

2. Handicaps due to mental ill health.

3. Handicaps due to emotional instability.

V. Unfavorable Economic Conditions.

1. Family underprivileged, due to poverty, unemployment, etc.

2. Instability of family due to migratory employment.

3. Unfortunate situation of youth during period of education and preparation for a job.

4. Lack of prospects and opportunities for obtaining a job (leading to loss of self-respect and ambition).

5. General conditions of unemployment.

VI. Harmful Influence of Some Juvenile Associates.

1. Influences of undesirable associates in leisure time activities.

2. Influences of undesirable associates in other activities.

VII. Harmful Influences from the Adult World.

1. Exploitation of youth in some vocations.

2. Exploitation of youth for illegitimate profit and through illegal activities (gambling devices, use of intoxicants, tobacco, narcotics, etc.).

3. Harmful example set by undesirable attitudes and standards of some business men, publishers, politicians, and other figures in public and private life.

4. Harmful example of some adult social groups.

5. Community indifference and lack of leadership on the part of right-minded citizens.

Part II. Suggestions as to Steps That Should Be Taken for the Reduction and Prevention of Juvenile Delinquency

General

- I. A central bureau in Washington, D. C., with funds at its disposal to gather data and information, to employ experts to study the various phases of juvenile delinquency and to disseminate information for the benefit of all sections of the country.

- II. A central State bureau, probably under the State Department of Education, to coordinate activity throughout the State:

1. To study the causes of delinquency;

(Please turn to page 33)

MAGAZINE READING

A HIGH SCHOOL COURSE IN MAGAZINE READING*

Hazel V. Scandrett, Teacher of English, Emery Junior-Senior High School, Emeryville, Alameda County

"To read a little, to speak a little, to write a little, to enjoy a little the father tongue of the here and now as well as the mother tongue of the then and there, constitute the whole of the training in English for the pupil who would sally forth from high school into the world of work." (John B. Opdyck — quoted from "Teaching of English" by Thomas, p. 398).

SOMETHING of this idea has always been in my mind for the many high school pupils who do not go on to college. Many of the units of English as frequently offered, especially to juniors and seniors, seem too remote from the experiences which such students are apt to meet.

In an attempt to offer an English unit which would have, we hoped, some cultural value, would definitely have an immediate interest, and might possibly lead to profitable leisure-time activities, we decided to offer a course in magazine reading under the head of "Current Literature."

General Plan

The course was open to any student who had completed his first two years of prescribed English. He could take one or two semesters of Current Literature and receive corresponding credit for his third year of English, or he could take it as an elective. (California requires only three years of English.)

The "texts" of the course were the weekly magazine Scholastic and the monthly Readers Digest, which were furnished by the school, as are all textbooks. Emphasis in the study was placed upon the "English" and "literature"

phases, but an attempt was made throughout the course to correlate class study with as much everyday material as possible: current events and newspapers in general, moving pictures, radio programs, and general observation.

Material and Equipment

Each student in the class received an individual copy of Scholastic every week. A group of two or three students had a copy of Readers Digest each month. These copies were returned at the end of the semester, or when called for, unless they were used for clippings. The English room had a reading-table furnished with regular copies of Harpers, Scribners, Review of Reviews, Saturday Review of Literature, and Scientific American.

The school library had the additional magazines of a small school. Reference books in the classroom provided some material for biographies, types, usage, etc., but we needed more material, especially biographies of living persons, various indexes and guides to other current articles, and sources of general information.

Procedure in General

No set procedure was followed. Scholastics were given out every week. Sometimes two or more class periods would be given over to reading periods, with the remaining days for reports,

discussions, or summaries. For other issues regular assignments were made for each day. No attempt was ever made to cover all material. For the Readers Digest selections were usually read at will, followed by an assigned day for reports or comments.

All of this material was supplemented by as much outside reading as time permitted. As all reading was to be done for as much enjoyment as possible, formal reports were reduced to a minimum, although a "term report" was required at the end of the semester. Some of these reports are mentioned later under the heading of Outcomes.

Description of the Course

The course in Current Literature as offered last year began with a discussion of magazines in general. First, a rather long list of classes or types of magazines was worked out as follows:

1. Current Events
2. Short Story
3. Household or Family
4. Sports — Recreations — Hobbies
5. Literary
6. Humor
7. Juveniles
8. Movie — Radio — Arts
9. Scientific — Religious — "New Thought"
10. Business — Professional — Trades
11. Miscellaneous

The class was divided into committees of two or three. Each committee chose one of these classifications and turned in a list of titles of magazines for that class. Names of magazines could be obtained from any source, but the students were to be fairly sure they had classified them correctly.

Next, as something of a basis for judging the worth of a magazine, each student selected one magazine, and after a study of three or more issues, made a report including such items as: general appearance (paper, printing, pictures, cover, etc.), price and publisher, class for whom intended, advertising, and material and content. As to general worth of any individual magazine, the usual conclusion was "It Depends," as so many factors enter into a decision on value.

When regular issues of magazines became available, we read first for pleasure, but began the incidental study of the differences between the articles or "stories." This led to a discussion of the types of literature in general. The individual types would be taken up whenever attractive articles gave an excuse for such study. Background material was mimeographed and handed out as needed.

The most interesting study was that of the short story. As each issue of Scholastic contains a story, and additional stories were read, a rather thorough study was made of

What I Seek

Tillie Heath, Sunland School,
Los Angeles City

WHAT I seek is the beauty of the lily,
Not the rotting pile that forms its growing
place;

I would know the deep mystery in a child's
eyes,

And not notice all the grime upon his face.

I seek the jewel, earth-encrusted, hiding,
Clasping to its heart its living beam—

I have often found the highest clouds of
heaven

Mirrored whitest in some muddy gutter
stream.

*This paper is a report on the result of a problem which I used as a basis for my study in English 361 E at Columbia University with Professor Abbott, summer of 1936. At that time I worked out preliminary plans for the two courses which I proposed to introduce into the English classes in Emery High School. The oral report which I gave on the courses seemed at the time quite complete, and I thought all the ideas were good and workable. In an actual try-out, however, one unit was an absolute failure and its memory will not be revived here; the other, a course in magazine reading, proved fairly successful and was an enjoyable experiment for teacher and pupils.

this type. Many outlines and suggestions for study were used during the year. For some stories a fairly complete analysis of characteristics was made; for others, only a few selected points were brought out. Short stories in Scholastic usually deal with characters who are "different," or are at a moment of decision, rather than with an adventure episode or a "love story" with which most of the students are more familiar. Characterization, then, became important, also illustrations of the idea that unhappiness often comes from "those small human relationships that get blurred irrationally because we are unable to be articulate or honest at the moment when situations could be saved."

During the year the Readers Digest contained several short stories including "A Piece of String," "Bill's Little Girl," and "Baa, Baa, Black Sheep." These, with the novels also used in the Digest furnished an interesting study in condensation, as a comparison was made whenever possible with the original to show how omissions and deletions could be made without destroying the spirit or tone. (That such was the case was the general opinion.)

The expository article including the essay, editorial, and magazine article received the next amount of attention. I have never found the essay received with much natural enthusiasm, but the two magazines used in class contained a number of familiar, often humorous, essays which the students read with enjoyment even after the term "essay" had been applied to them.

Editorials in Scholastic were well adapted to the high school student's view of life and always made a definite point. It was understood that the editorial of each issue was to be read. They were usually discussed, sometimes analyzed for form, and used as models for editorials for the school paper.

The term "magazine article" was commonly applied to other articles of non-fiction. These were read chiefly for information. They also served as excellent material for exercises in outlining of various sorts, in reading for comprehension by watching for the author's or printer's guides, topic sentences, etc.

Other miscellaneous types of literature or composition which were taken up as excuse offered were: biography, travel sketch, drama, poetry, debate, letters, and description.

Poetry and drama could have received more attention, although supplementary material would have been necessary. In our brief study of lyric poetry we followed a simple formula which left the matter of understanding "what it is all about" as a challenge to the student's own store of knowledge and intelligence. A poem demands that the reader:

1. Know its vocabulary.
2. Have certain information.
3. Make imaginative leaps.

The effect of this challenge was especially

IN 1936 the National Education Association created a Division of Teacher Welfare, thus demonstrating that one of its chief purposes is the advancement of teacher interests.

Articles published on tenure, on retirement and on salaries have helped to focus the attention of the profession on these important problems. These bulletins have also prepared teachers to meet the challenge of the public as to the real value of these topics.

California teachers are indirectly benefited by this service. Will you help to continue and advance the service by affiliating with the National Education Association?—*Helen Holt, N. E. A. State Director for California; address - 1543-B Santa Clara Avenue, Alameda.*

noticeable in the study of poetry in the Student-Written number of Scholastic.

Other topics directly related to conventional English course, which were taken up during the year were: origin and development of language, spelling and pronunciation, reviewing books and movies, effective expression, introductions and conversation, creative writing, reports and discussions, and much practice in outlines, summaries, and the precis.

Outcomes

An Armistice number of Scholastic furnished material for essays on "Permanent Peace for America" in a contest sponsored by the local organization of the Veterans of Foreign Wars.

An Indian issue served as an incentive for an Assembly program worked out by a class committee. Several short student talks were given, followed by an illustrated lecture by the principal of a neighboring school who is an authority on the American Indian.

The Stagecraft class prepared appropriate Indian decorations, including a centerpiece of fruits and vegetables known to the American Indian. These were in a large bowl which had been painted with an Indian design. The program also included special Indian music by the orchestra and glee club.

From a series of articles on etiquette, "Boy Dates Girl," a skit was written for presentation by the Dramatics class. A round-table discussion on hobbies and recreations was conducted in the classroom with the Superintendent leading the discussion.

Indexes for the two magazines on many separate subjects were prepared. As all magazines are on file in the book-room, and as much material can be used by following classes, these indexes should prove useful next year. The list includes a separate index for each of the following: short stories, essays, book reviews, sports, famous personalities, vocational guidance, and many more.

A series of vocational studies carried over into the work of several other classes and served as material for several student speeches on the commencement programs. Notebooks and scrapbooks were prepared by some students as term reports. One on Kipling contained biographical material, reports on read-

ing, clippings, review of "Baa, Baa, Black Sheep," notices of the movie "Elephant Boy" and so on.

A travel booklet used Halliburton as a type of the happy traveler, and included other travel stories condensed in Readers Digest: "My Great Wide Beautiful World," "North to the Orient," "Around the World in Eleven Years," etc. Another scrapbook was based on "Lost Horizon"—author, book itself, movie reviews, and personal comments. One of the boys from the class won a prize in an "Author! Author!" contest sponsored by the magazine.

In addition to these special projects, it was always interesting, often surprising, to see how frequently special correlations could be made. For instance: A circus came to town (and next door to the school building, at that) at the same time that two current magazines contained circus stories. Carl Sandburg was in the region on a lecture tour, to add interest to a page of his poetry, and to provide press notices for scrapbooks. The radio was a constant source of information and addition to class material.

Summary

Even though a mention of Aims and Objectives is met with polite but derisive smiles, I dare to repeat my aims for this course as worked out last summer, for I feel that a certain degree of attainment was secured:

1. To give opportunity to read for immediate enjoyment, and to make profitable and joyful use of leisure.
2. To provide for an acquaintance with good material (especially non-fiction) to counteract the time-wasting material frequently read.
3. To endeavor to lead pupils along some further line of interest.
4. To bring today into the classroom.
5. To develop open-mindedness and ability to discuss current topics with courtesy.

The weaknesses and faults of the course are obvious, and I attempt no justification of any individual feature. The work had the element of novelty, if not surprise, for no one knew just what was coming next. Material seemed much fresher than that in the text-book, for it was appearing week after week, almost before the printer's ink was dry.

As a final summary of what I feel to be

the value of the course, I shall quote again from "The Teaching of English" by Thomas (p. 190):

"When present-day writers voice their notions in the current magazines or the modern books, they quickly win our interest, and if they are wise writers, ultimately enlarge our idealism. Furthermore, they redirect our thought to the fact that literature is forever in the making and the work of the emerging author of today may become the accepted classic of tomorrow. . . . The best periodical literature is in close and vital touch with current thought, and frequently it treats, in a lucid, stimulating and systematic manner, the ideas that the high school pupil only vaguely perceives."

* * *

A Monterey Cypress

Benjamin B. Hoover, Student,* Modesto High School, Stanislaus County

THE sun rose over the mountains in the East.

Its light left gold on twisted clouds above the Carmel Valley.

Point Lobos, gray and bleak,

Appeared more dismal with the coming of the day—

Crooked trees and age-stained cliffs—

A lifeless scene!

Yet here between two rocks,

Is life—

New life!

A trembling bit of green clung to the earth, Cowering from the wind.

The seedling warmed itself in the sun,

And gazed wonderingly about.

Many times the sun rose over the mountains, And many times it buried itself in the sea. The tree grew.

Presently it raised its head

Above the shelter of the two solemn rocks.

It turned its back to the push of the wind And, drawing closer its green coat,

Stood firm;

Stood shivering through the foggy night,

Weeping with loneliness.

*Awarded a prize in the recent national poetry contest sponsored by Modern Literature, a paper for students in English classes. — Lucetta K. Ratcliff, teacher.

And many nights passed,
Some white with fog,
Some as cold and dark as ocean depths
And clear as pools among the rocks.
Always came the wind from the sea,
Sometimes gently,
Sometimes pressing with crushing force.
The tree grew.
Its sturdy base and roots
Pushed aside the two solemn rocks.
Its mighty trunk and branches were strong
as steel.

Its body was bent double
And its back hunched
By the unceasing wind from the sea.
The cypress heard the bark of the sea-lion,
Heard the scurry of the brush-tailed squirrel
In its branches.
It saw the foam-colored gull
Slip through the air,
Saw the crude pelican
Row its way across the sky,
And the cormorant,
Black as the hull of a Gloucester schooner,
Dive into the depths of a sheltered cove.

Thus the days passed
And thus the tree grew wise,
And grew old.
The green coat,
Protection from the cold fog and hot sun,
Grew threadbare.
The tree no longer felt the unceasing wind.
The fog clothed it in folds of white,
Wrapped it in memories.
The surf-beat was a symphony to its ears.
Clear nights, pierced with stars,
Brought glimpses of eternity.

At last the tree,
Giving a final embrace to the two solemn
rocks,

Died.

The sun, sinking into the sea,
Painted the clouds in the west
With layers of gaudy red.

The bleached skeleton of the tree

Became a black silhouette

Against the brilliant sky.

The disk of the sun dropped into the ocean.

The bright clouds faded.

Night filled in the spaces between the black

branches.

Commercial Teachers Dinner

COMMERCIAL teachers of San Luis Obispo County recently played hosts to their principals at a dinner-meeting at the Carlton Hotel, Atascadero. Preceding the dinner the educators were greeted by Dr. Ralph I. Hale, principal, Atascadero Union High School, and escorted through the building.

Following the dinner, the evening was spent in a panel discussion on commercial education, with all present participating. George J. Badura, principal, Fortuna High School, and president, California Association of Secondary School Principals, also a former commercial teacher, was an after-dinner guest who greatly stimulated the discussion. Miss LaMoille V. Pugh of Atascadero presided.

Those present included Superintendent and Mrs. Ralph I. Hale of Atascadero, Superintendent and Mrs. Charles E. Teach of San Luis Obispo, Superintendent and Mrs. C. C. Carpenter of Paso Robles, and the following: Principal Perry O. Cole and Mr. Morse Butler of San Luis Obispo Junior High School; Mr. and Mrs. Ernest D. Bassett (Mr. Bassett is the newly-appointed department head in San Luis Obispo High School and Junior College, formerly connected with the Merritt School of Business); Janet Heitman, dean of girls; W. E. Alderman, Mary Paine, and Adolph Stoll from the High School and Junior College in San Luis Obispo; Sara J. Smitheram and Elizabeth Farrell, from Arroyo Grande; Bernadine Beeler from Paso Robles; Howard Brown from Templeton; and LaMoille V. Pugh from Atascadero.

* * *

American Council Institute of Pacific Relations has published three admirable research volumes in Peoples of the Pacific (a series of stories of countries and peoples in the Pacific area) as follows: (1) China; (2) Japan; (3) Russia.

D. C. Heath and Company have brought out three valuable character books, a series entitled "On The Right Road," by Curtis Gentry.

These are combined supplementary readers and workbooks for grades 4-8. The program is definitely inspirational and there is ample opportunity for creative work.

Here are two views of the fine new library of the Horace Mann School for Boys, New York City. Jessie F. Brainard is librarian. Gaylord Brothers equipped this modern school library. A special feature of the room is a large museum case for the boys hobby exhibits



STUDENT EXCURSIONS

SOME PRACTICAL SUGGESTIONS ON THE USE OF SUPERVISED EXCURSIONS AS WHOLESOME LEARNING EXPERIENCES

Joseph Burton Vasche, Oakdale Union High School, Stanislaus County

*"Hie to haunts right seldom seen,
Lovely, lonesome, cool and green,
Over bank and over brae,
Hie away, hie away."*

I.

MANY teachers overlook the fine educational possibilities offered by carefully-planned student excursions. Such excursions, when properly arranged and guided, provide direct learning experiences to students of all grade levels, and accordingly supplement and enrich the understandings previously acquired in the classroom.

Excursions range all the way from the short visits to branches of local government which occur in most schools, to those trips to larger cities, frequently hundreds of miles in length, which a few high school classes are privileged to take. As an example, each graduating class of a small Kansas high school enjoys a prolonged school-bus trip through eastern United States, made financially possible by a fund started by each group in its freshman year and accumulated for the following three years. In between these extremes lie those possibilities for wholesome student excursions which will be most practical for California schools.

II.

Elementary teachers will find excursions especially valuable in connection with the social studies. Observations of local governmental agencies provide definite civic insights. The postoffice, banks, city hall, fire department, police department, justice court, city council, water department, election precincts, museum and library of every community are open to such group survey. The court house in the county seat with its additional offices, and larger cities with federal and state offices, present further study bases.

Visits to local industries—manufacturing plants, farms, dairies, bakeries, department stores, public-service corporations, radio stations, etc.—provide still other practical learning experiences

which might well be considered by kindergarten, primary and intermediate teachers alike.

Excursions may be important parts of grade-school club programs. Every child likes to belong to an active well-directed group, and the school club which provides a well-rounded program is an important factor in individual-student development. As examples, junior garden clubs found in many schools have frequent after-school hikes and picnics—4-H clubs in rural communities have definite year-round activities, including many group trips to demonstrations, regional meetings, and field days—each scout and Y. M. C. A. group devotes many Saturdays during the year to trips to the mountains, hikes, bicycle rides, etc. Every teacher now sponsoring a club knows that its success depends upon the leadership she provides, leadership which includes plans for "doing things."

Some elementary schools are making additional uses of excursions. Many high schools sponsor "get acquainted" days each spring for groups of eighth-grade students, at which time these prospective graduates visit high school, coming by school bus accompanied by their class teacher, as the first step in their orientation. In many localities, elementary schools frequently participate in mass musical activities—an orchestra composed of musicians from various county schools, and a mixed chorus, which require gathering of students at a central rehearsal hall, another form of the supervised excursion.

A FEW elementary schools sponsor longer trips to the capital, Sacramento, and to the larger cities of the state. For example, the eighth grade class of Waterford Grammar School, Stanislaus County, enjoyed a one-day trip to Sacramento this spring, as part of its graduation exercises. The group, under the guidance of Principal Walter Hastings, made the two-hundred-mile round trip in school bus, leaving home early in the

morning and returning late the same evening.

The itinerary was carefully planned in advance, and included visits to points of greatest interest in the capital city. The only cost to the individual student was for incidentals, lunch having been prepared at home for the noon picnic and transportation furnished by the district. For many of the students this was the first visit to a metropolitan city, and accordingly a rich educational experience. Willow Glen School, Santa Clara County, R. B. Kennedy, principal, sponsored a similar trip as a valuable unit in history and civics.

The secondary school with its more mature students and more specialized curricula should make still further use of the excursion as an instructional technique. Every high school course—social studies, English, science, languages, commercial, homemaking, industrial arts and arts—and every high school activity—athletics, drama, music, journalism, clubs—may be greatly enriched by the development of visitations definitely planned as part of regular learning experiences.

All secondary education might profit by the examples set by vocational agriculture in its most successful high-school training program. Interested primarily in preparing boys for successful farming careers, an objective which incidentally is being realized throughout the nation, this program fuses school experiences most effectively with observations of individual student farm projects and of correct procedures as demonstrated by agricultural field specialists.

Every vocational agriculture student in the United States participates in regular group excursions to those demonstrations, those farms, those stock shows and agricultural fairs, those industrial plants (meat packing houses, canneries, grain warehouses and mills, creameries and condenseries, nurseries, etc.), those marketing agencies, those regional conferences, those farmer organizations, etc., which possess definite educational values in preparing him for the profession of his choice.

Future Farmers of America, the national club for high school vocational agricultural students, is the active social-professional organization claiming practically all future American farmers as

members and utilizing excursions as a most important activity.

MAJOR student excursions at Oakdale Union High School last year, exclusive of class visits to branches of local government and local industries, and vocational-agriculture activities, included a History Club trip to Sacramento, where, among other things, the workings of the State Legislature and a half-hour chat with Governor Frank Merriam in his private office, were enjoyed; a Radio Club visit to Stockton broadcasting stations; an Aircraft Club excursion to San Francisco bay region airports; a scholarship society trip to the San Mateo convention of the California Scholarship Federation; a senior class excursion to Modesto Junior College visiting day; an Astronomy Club trip to Lick Observatory, Mount Hamilton; sending of representative delegations to Girls League convention, Taft, and journalism conventions at both Stanford and the University of California; sponsorship of student matinees for two outstanding motion pictures at local theater; excursion for interested students to all major Modesto Junior College and College of the Pacific music and dramatic performances; girls' tumbling team-boys' dance orchestra trips to various neighboring communities; several club trips to Mother Lode region for picnics and snow sports; and excursions of athletic-team supporters to out-of-town football and basketball games. School-bus transportation was provided for nearly all of the excursions developed at Oakdale High last year. Each of these excursions made distinct contributions to the education of participants.

Perfection of inexpensive 8 mm. motion picture cameras and projectors makes it feasible for pictures to be taken in connection with all excursions, and thus to retain, in lasting form, the impressions gained by such supervised travel. A most desirable addition to every California school would be a small fund set aside for the purpose of providing photographic facilities for group-trip use. A regular library of excursion films could thus be launched and maintained as an effective teaching aid.

III.

Certain basic principles must guide the planning for, and conduct of, student excursions, if distinct educational values are to be realized. Among the more important basic principles are the following:

1. Excursions must be regarded as significant steps in the learning process of each individual student. They must be conducted solely for the educational values to be rendered, values which are not adequately provided by existing sources. Excursions, when properly developed, supplement and enrich classroom experiences.

2. All excursions must be carefully planned, definitely arranged, and well directed, if they are to be effective learning experiences. It is essential that the teacher

outline every detail, even the most minor one, far in advance of the day of the trip, and have definite, clearly-understood arrangements made with heads of all places to be visited. The excursion should be so well organized that it proceeds throughout according to planned schedule. Teachers contemplating class trips to any of the larger cities will find chambers of commerce willing to provide qualified guides to school groups. A letter addressed to the chamber of commerce of the respective city will bring added information upon this service.

3. Students should be provided with essential trip information prior to the start. Instructions incidental to trip development should be clearly stated by the instructor the day before the trip takes place, and definitely understood by every group member. This understanding might be simplified by the preparation of a mimeographed outline of the itinerary bearing planned time allotments, and such special instructions as might be important. In case of a visit to a city, for example, this mimeographed outline might contain a summary of the city's important historical events, its points of general interest, and similar pertinent data, all of which should provide group members with information basic to a full appreciation of the day's experiences.

4. Classroom activities should immediately follow the excursion, as one of the most valuable steps in the learning process. Critical group discussion in which findings and viewpoints of respective members are presented and compared should be the first activity following the excursion. Some members, so engrossed in their discoveries, may find value in presenting reports of the trip before student groups which remained at home. Preparation of written reports of the excursion, for the individual's own reference use or for publication in the school or community newspaper, possesses additional educational value.

5. All excursions sponsored by the public school must be absolutely democratic in every respect. Every regular member of the class, or club, or other student group contemplating the trip, must be given the right to participate. In the trip developed as a required class activity, the school must defray all ex-

penses. The excursion which is optional, however, like an after-school or Saturday trip might find a nominal charge necessary. In these cases, each student should pay for just what he uses—ticket to the musical program, his own lunch, etc. In planning the trip, the instructor should outline just how much the trip will cost, and then see that it does not run over that amount.

6. If excursions possess distinct educational value it is only fair that school buses be used in their development. The safety element alone more than justifies this contention, and certainly the well-being of our boys and girls requires that we exert every precaution in their transportation. In addition, development of the excursion is much simplified by having all group members together, and progress according to schedule, with little waste of time and reduced worry upon the part of the teacher, is thus possible.

7. School policy must support the excursion as a learning process. The principal by encouraging use of the excursion, and the governing board by authorizing transportation facilities, can do much to further this type of practical activity. At the offset the principal might discuss its values and its possibilities at a teacher meeting, for the purpose of stimulating faculty thought. Later, as excursions are led by various teachers, the principal should extend all possible cooperation, even sacrificing an occasional Saturday or evening to go with student groups as an interested participant.

8. Excursions must not be over-done if they are to remain effective teaching supplements. It must be remembered that one good excursion accomplishes far more than does a whole series of mediocre ones. In determining the number and the types, the individual teacher must take into account the resources which are available, and especially the ways in which they relate to the classroom study under consideration. One or two well-planned excursions a semester will probably be all the average teacher will sponsor at the offset.

9. Experiences and discoveries resulting from excursions might well be fused into major activities of the school. Field trips in science, for example, devoted to observations and collections of specific materials, contribute valuable additions to basic study projects. Agriculture students in their field trips to orchards and stock ranches, observe demonstrations by department of agriculture specialists, and accordingly adapt findings to their own individual projects. Every excursion should make comparable contributions to the work of all students.

10. Each teacher should survey his own community for suitable excursion possibilities. Be you teaching in the high Sierras of northern California; in the sunny San Joaquin and Sacramento; in the metropolitan cities of San Francisco or Los Angeles; or on the sand stretches of Imperial and Inyo—in a one-room school or a junior college—you have countless opportunities at your fingertips for leadership of wholesome visits

(Please turn to Page 31)



CLASSROOM THINKING

DO WE REALLY THINK IN THE CLASSROOM?

Ruth Kearney, Teacher of English, Public Speaking, Journalism, Valencia High School, Placentia, Orange County

IF we teachers would look at our classrooms in a mirror and give a close analysis of our teaching, we might find to our surprise, that even though we might term ourselves progressive teachers, we fail in giving the modern child a chance to really think.

Frequently, our method of testing and presenting examinations relies too much on factual knowledge rather than on thinking. Our discussions tend to rely on factual knowledge gleaned from books. We feel that we must keep to the subject being studied or we'll never cover the required subject matter.

The students in my sophomore class seemed to greatly enjoy an opportunity to do some philosophic thinking as part of their class work, although they were so unused to this sort of thinking that they were quite puzzled about the procedure.

The class in Basic II had been studying a unit of work on Greek and Present Day Thought. They studied about Socrates, Plato, and Aristotle, and discussed their ideas in relation to our present day civilization.

Then, after talking about the Socratic method of teaching, an experiment was made in the classroom. This method of questioning was tried out by several of the students. They found, to their surprise, that they began to analyze a lot of words like truth, morality, right, universe, world, etc., for the first time in their lives.

They also found it hard to define many of the terms which they thought were well known.

After discussing several of the above terms, the following questions were placed on the board and students were asked to answer them:

1. Make a list of the five most beautiful things which you've seen in the world.
2. Write your OWN definition of good.
3. Write your own definition or idea of BAD. (Remember, something might be bad to one person and be considered all right by another person.)
4. How do we know about the world we live in?

5. How did you gain a knowledge of these words:

- a. Universe
- b. Good and Bad
- c. Beauty
- d. Morality
- e. Courage
- f. Sportsmanship

Many beautiful thoughts and ideas were gleaned from these papers which were submitted by the students.

Some of the most beautiful things seen by the students were as follows:

Fireworks at night; scenery of Midsummer Night's Dream; an eclipse as seen from San Bernardino Mountain; the view of an enemy retreating in an assumed war at San Luis Obispo between the National Guards and the Regular Army; the music of "Moonlight and Shadows"; Catalina Harbor; the white caps of the ocean and a beautiful Arabian horse.

"Seeing my project grow up," were the words of one pupil who had a special project in agriculture. He watched the project grow from a small beginning to a large enterprise.

Many students listed scenic views, such as the National Parks, the mountains, and the redwood forests.

One boy said, "One of the most beautiful things I know of is my mother's wedding ring."

It was surprising to the students to discover that such a common word as beauty, which had been taken for granted, had so many ramifications. Thus, one person considered beauty to be a beautiful sunset in

mauve and gold; while another considered beauty as "Shorty" Granger's midget racer.

The definitions of good and bad caused a good deal of confusion in the minds of the pupils. They felt that the terms were confusing. One boy said "To be good in my way of thinking means to try to do the right thing. When you speak of an object as being good, it means that it has the quality you're looking for."

This same boy stated that being bad would be to do something wrong that you knew wasn't right but you went right ahead and did it anyway just for spite or meanness.

Another boy said, "Good is to do things that other people think is good." Still another member of the class felt that something which is good finds favor in your eyes.

Another student stated that "good is doing the right thing at the correct time with good intentions."

MOST of the students felt that they got their knowledge of terms and words from books, teachers, schools, parents, etc. However, one student stated his opinion very aptly by saying, "We know things by experience; by doing or experiencing those things mentioned, and by listening to other people's experiences."

Regardless of opinions offered and contributions made to the thinking of the group, most of the students in this class enjoyed the class activities and felt that it is fun to think in the classroom.

C. T. A. MEMBERSHIP

CALIFORNIA TEACHERS ASSOCIATION continues to march forward with substantial gains in membership throughout the State. The following table presents membership enrollments for 1936 and 1937 by Sections:

Section	1936	1937
Bay	10,376	10,514
Central	2,898	3,247
Central Coast	1,124	1,148
Northern	2,698	2,760
North Coast	520	564
Southern	17,162	17,177
Out-of-State	50	145
Total	34,828	35,412

STRENGTH OF TEACHERS

Willard E. Givens, Executive Secretary, National Education Association

TEACHERS are potentially the strongest professional group in the United States. This statement may sound like a sweeping generalization without foundation in fact, but the evidence available is convincing. In number they lead all professional groups.

They are educated; they have an altruistic philosophy of life; they have immediate personal contact with the young people of the nation; they have influence as individual leaders in their communities; and they have an opportunity to work as an organized profession through local, state, and national organizations.

There are approximately 1,000,000 teachers in this country. There are 71,000 dentists, 154,000 physicians, 160,000 lawyers, and 260,000 nurses. Teachers are potentially a strong social force because they are numerically the largest professional group in the nation.

The teachers of this country are comparatively well educated. It is true that some do not have a college education, yet there are large numbers with Bachelor's, Master's and Doctor's degrees.

They are better educated than the majority of the citizens in the communities in which they work and, what is more important, this situation is improving.

Teachers are for the most part altruistic in their philosophy of life. This adds to their strength as a social power. Few people who are fundamentally selfish choose teaching as their vocation. Teaching is too hard work and its financial rewards are too small to make an appeal to those who seek their own personal welfare first. Teaching appeals to those who are eager to serve others and those who serve others have greater strength than those who serve themselves alone.

Teachers can wield a strong social influence through participation in civic activities. During the past few years newspaper editors and magazine writers have discussed with some concern the "brain trusts" of the political parties. Both parties have learned that it is worthwhile to make use of brains. Many communities are learning this same lesson. They are looking for leadership and they welcome the leadership which teachers can give.

ing of this type is recognized by all leading educators as well as by thoughtful laymen. During the World War the shortage of skilled workmen seriously handicapped industry in the United States. Consequently, Congress enacted the Smith-Hughes Law providing federal aid for vocational education.

Today the need is greater than ever for Industrial Arts training in the secondary schools. During the Depression very few young men were allowed to enter into apprenticeship. The number of skilled mechanics decreased. Now, with the improvement in business and industry, there is an actual shortage of skilled craftsmen. This condition will become more acute in the future unless Industrial Arts training is provided in the high schools.

Industry Wants Trained Men

The old trade apprenticeship has broken down to a certain extent. Industry is no longer willing to accept young men as apprentices unless they have had some training and have demonstrated their desire and ability to learn a trade. It is, therefore, the problem of the secondary school to provide young men with sufficient vocational Industrial Arts training to enable them to enter into apprenticeships with advanced rating.

The high schools are the logical training agencies for the young men of the country. Industry is competitive and many employers are concerned with the boy primarily as a productive unit. The Industrial Arts teacher, on the other hand, is concerned with him as a learner.

The worth of the Industrial Arts course is not limited, however, to the vocational aspect, since many pupils enroll in trade subjects for their general educational value.

Boys interested in the Industrial Arts program from either the vocational or educational standpoint should be intelligent, industrious, reliable, and have manipulative skill. They should enjoy using their hands and intellect to repair, set-up, or construct things of all types.

For the boy who possesses the necessary qualifications and who gets adequate training there are good opportunities for placement upon graduation and for advancement.

* * *

Federal Aid

FEDERAL Support for Education, the Issues and the Facts, is the title of a timely N. E. A. research bulletin (volume 15, number 4).

This comprehensive statement, with numerous charts and graphs, bears directly upon the important Harrison-Black-Fletcher Bill now before Congress; single copy, 25 cents; address, National Education Association, 1201 Sixteenth Street N. W., Washington, D. C.

INDUSTRIAL ARTS

THE INDUSTRIAL ARTS AND VOCATIONAL EDUCATION

William W. Gill, Industrial Arts Counsellor, San Mateo High School

THE importance of vocational education is recognized more today than ever before in our history. Experience with the principle and practice of universal elementary and secondary education has taught educators that the traditional high school (with its emphasis upon college preparatory subjects) must give way to a new institution, which will recognize the individual differences of the young people under its charge and will make a serious and sincere effort to provide the kind of training that will be useful to the individual in his life work.

Vocational education is any training which definitely prepares a person for his life work. It, therefore, includes such courses as industrial arts, agriculture, home economics, commerce, and the professions.

At San Mateo High School the courses offered at the present time are college preparatory, general, commercial, and industrial

arts. Of these, the latter two are vocational. It is with the Industrial Arts program primarily that this article is concerned.

Industrial Arts are the mechanical trades which require skill in the use of hand—and machine—tools for the production of goods and for construction and repair work. Included in Industrial Arts, therefore, are printing, welding, plumbing, auto-mechanics, machine-work, carpentry, cabinet-making, sheet-metal work, and numerous other trades.

According to the 1930 United States census, more men were employed in the mechanical and manufacturing trades than in any other. Approximately 29% of all employed males in California, as well as in the United States as a whole, are engaged in the manufacturing and mechanical industries.

That there is a need for vocational train-

MENTAL HYGIENE

AND THE ELEMENTARY SCHOOL CHILD

Arthur C. Hull, Sunset School, Carmel, Monterey County

IN our concept of education today mental health is considered as one phase of general health. The school must take care of the physical health of the child, the mental health, and teach him habits and skills which will keep him in the most satisfactory adjustment to his present environment.

Mental health may be thought of as adjustment. The child must be able to meet various problems and situations which come before him each day, and be able to meet them efficiently and adequately. Whole-heartedness in meeting situations, facing reality with a singleness of purpose, lead to the desired integration between the child and his surroundings.

This phase of health is of special importance today in this industrial machine age in which one in every 22 persons becomes a patient in a hospital for mental diseases.

The mental hygiene program for the school touches every phase of its organization and administration. Heretofore we have been taking a negative point-of-view, working only with the problem child. Now we are encouraging good mental health in the school. We are encouraging positive and desirable habits of mental hygiene.

Many maladjustments at school or at home have their origin early in life. Mental hygiene helps prevent personality maladjustments in the school, and treating those already occurring. We must study the child in relation to his environment, and consider the child's problems. A child's behavior is purposive, it is rarely deliberately bad. He always has some reason for whatever he does. The school, home, and community must work together in helping a child readjust himself.

The teacher and parents must be well-adjusted individuals to carry out this positive aspect of sound mental health. In our preventive work, dealing with personality maladjustments, we have four groups to deal with: (1) the physically handicapped children, (2) those who are mentally handicapped,

(3) some who are intellectually normal with personality twists or emotional conflicts, and (4) the socially maladjusted, who if not treated become criminals. In the mental hygiene program we are trying to help the child develop to his optimum physically, make a proper adjustment to his surroundings in meeting problems, and to function and participate in a normal social life.

The school organized in the interests of mental hygiene has a curriculum suited to pupil needs and interests, has normal social groupings, instructs each child as an individual, has a good social life and extra-curricular activities for the child, and, lastly, has the best physical conditions at the school for the intellectual, social, and physical development of the child.

In developing the good mental health of a child we must start early in life. Good home habits must be formed and good physical health encouraged. One thing we forget is that the child must have a chance to make some of his own decisions.

Some of the positive habits of mental hygiene which we must help develop are extremely important. Each child should learn good social and personal habits. Attention would be deserved by good deeds, rather than bad ones, and satisfaction would result from the good deed or work.

A Poetry Map

THE first Poetry Map of California has been prepared and published by the Western Poetry League, P. O. Box 44, East Pasadena Station, Pasadena. It is offered free to any teacher of English who promises to give it classroom display and who sends a 3-cent postage stamp.

Blue on buff, 11 by 17 inches, drawn by Roger Armstrong in his distinctive decorative cartoon style, it shows the chief poetic landmarks and chief contemporary poets, as to their location.

It is issued in lieu of the fall edition of the League's organ, "Horizons, America's Musepaper." The supply is limited.—Cornelia D. Dodds, for the Cartographic Committee, of the Western Poetry League.

Initiative without fear, trying new things, meeting new situations—would all be encouraged, but at the same time the child must learn to obey authority. A child should be able to judge himself, face the facts, and see both sides of a situation or argument.

He should be able to accept criticism, help others in their work, and cooperate. One thing which all children and adults need to remember is to keep a sense of humor. We as adults must encourage children to be cheerful in their work, to strive to improve, and to work out a philosophy of life.

MENTAL hygiene, in its fullest meaning, is directed to developing personality to its greatest possibilities so that every individual gives his best to the world and knows the deep satisfaction of a life richly and fully lived.

* * *

Hi-Flashes, now in its fifth volume, is a commendable and interesting mimeographed student publication of the branch of Modoc Union High School at New Pine Creek, Oregon. Editor-in-chief is Deirdre Dibble. Principal of the school is Harry Wandling; vice-principals are P. A. Sample and L. J. Austin.

* * *

Friendship League

INTERNATIONAL correspondence between students of different nations is a realistic means of education long used in secondary schools and deserving of wider application. At first it was used mainly as an aid to instruction in foreign languages, but it is found available in other areas, including written expression in English, geography, citizenship, economics and international understanding.

The International Friendship League has in its files names, ages, and addresses of students between 12 and 25 years of age in 64 different countries and territories. All names have been certified as to desirability as well as knowledge of English by the ministries of education of the different countries.

Teachers and students interested in taking part in this correspondence plan should get in touch with the League Secretary, Edna MacDonough, International Friendship League, 41 Mt. Vernon Street, Boston.

* * *

A Primer of School Facts is a concise and helpful series of questions and answers concerning Los Angeles City Schools, published by Superintendent Vierling Kersey. Such primers as this are very useful in public relations programs.

NURSING EDUCATION

BEHIND THE SCENES IN NURSING EDUCATION. A NEW EDUCATIONAL MOTION PICTURE TELLS A STORY OF INTEREST TO EDUCATORS, PARENTS, AND GIRLS

ALL of us have heard a great deal, in recent years, about nursing education, the nursing profession, and the problems of the graduate nurse. A public health program in our own community, the selection of a career for students or for our daughters or for friends—any or all of these questions may come up at any time. Most of us, however, have little conception of what modern nursing education involves unless we are ourselves in nursing or allied professions.

Realizing that the public, as well as the profession, is interested in what a nurse's education consists of, the Division of Visual Experiment of the Harmon Foundation has prepared, in co-operation with the New York Hospital School of Nursing, a two-reel, 16 mm. silent film, *Nurses in the Making*. This is available for rental from the Harmon Foundation, 140 Nassau Street, New York City. The film is accompanied by suggestions for use, which include reading lists on nursing and nursing education. A list of phonograph records which will furnish appropriate music for the showing is also supplied. The picture is of interest to program committees, school assemblies and education association meetings. It is particularly useful in all types of vocational guidance work.

Beginning with scenes showing some of the fields of service open to the nurse today, the film then answers the questions, "What sort of girl should be a nurse?" and "What



The Play Teacher

are the requirements for admission to a good school of nursing?" The major portion of the film portrays highlights of a modern nursing curriculum.

The emphasis on the nurse as a teacher is indicated when we see the student helping mothers to learn the proper care of a baby and assisting sick children in their play. Her two months affiliation with a visiting nurse agency helps her to apply hospital technique in the home, and a final four months in the care of patients with mental and personality disorders rounds out her basic professional education.

The film does not neglect other phases of the student's life. The careful supervision of her own health is shown, and the provision made by the school for her social and recreational activities is indicated as well.

We see, too, the school's interest in her professional life as a graduate and altogether we come away with a much better understanding of the nurse's place in the modern community and of the necessity for a thorough and comprehensive preparation to fill it.

versal adolescent garment called enthusiasm.

Samples of what an earwitness heard were this wise: "Wells yells well." "He's a smart fellow for he's in my class." "He has had only ones and twos so far in school." "Jack be nimble, Jack be quick, Vote for Texas, Do it quick!"

An eyewitness saw Wimpy and Pop-Eye cartoon this information: "One of the Jones boys was good, so why not try another!" "Elect Mrs. Jones' other boy."

Added excitement was introduced with balloons, airplanes, shooters and all their helpful relatives. The culminating feature was the official election booth with its returns and celebrations.

A few of the most apparent concomitants included drills in parliamentary procedures, and practice in oral English, also responsibility for the election setup, group organizations, activities, and technique.

* * *

Language Teaching

LOGICAL System of Language-Teaching and an Analysis of the English Language is an authoritative text on the English language and language-teaching, by Marietta Rector Vinson, language teacher in California School for the Deaf, Berkeley.

The book presents an analysis of the English language from the standpoint of language-teaching, vocabulary associated with language principles, a method of language-teaching, suggested drill, outlines of work, and a course-of-study in language.

One critic has said of the system, "It has the possibility of substituting for the usual uncoordinated system of language instruction a closely-knit, well-articulated plan, each part naturally leading to the next."

The book may be used by any teacher in any grade of language work. It is of special value to teachers of (1) pupils who are below the grade level in language comprehension and use—pupils who speak a foreign language in the home and who are consequently retarded, and (2) hard-of-hearing pupils who do not hear well enough to learn language accurately in the regular manner; also to teachers in situations wherein the teacher and pupil begin with no language in common to be used for translatable purposes—deaf pupils and foreigners.

The volume contains 325 pages. The price per copy is \$6. Send inquiries and orders to the author, P. O. Box 236, Berkeley

PRACTICAL CITIZENSHIP

Carried on by Corona Junior High School; Principal: Letha Raney; Superintendent: Frank E. Bishop; Witness-recorder: Mary G. Brown

A RECENT absorbing interest was experienced by the students in a small city in southern California. They were guided in this form of citizenship-training and receive first-hand experience through their Student Body election.

The first steps in this effective adventure were taken in the home-rooms,

where group method of procedure was initiated. The students planned their own activities, namely, what they wanted to do.

The scope of the enterprise included skits, yells, speeches for favorite candidates, songs, display of banners. It was all clothed with that delightful and uni-

Teacher's Daily Dozen

*Bernice Davin, Principal, Chollas School,
San Diego*

1. Smile.
2. Accept the child where he is.
3. Accept his goals.
4. Respect his suggestions.
5. Utilize his interests.
6. Be loyal to his confidences.
7. Aim at something possible to achieve.
8. Make the child responsible for working out his own problems.
9. Help him to success.
10. Adjust your materials to the individual child.
11. Never give him a task you know he can not do.
12. Smile.

* * *

Helpers, by Waddell, Nemec and Bush, a sequel to Home, by the same authors, is a happy introduction to social science for use in primary grades. Profusely illustrated and with bright end papers and colored plates, the book is beautifully designed for little children and is published by the Macmillan Company.

* * *

J. B. Lippincott Company have recently published Youth At The Wheel, by Floherty, a richly illustrated secondary school text of 168 pages.

It is planned as a basal text for a practical course dealing with traffic, automobile driving and highway safety.

* * *

American Government

REALITIES of American Government, by N. D. Houghton, professor of political science, University of Arizona, is a large, up-to-date text of over 800 pages, published by The Macmillan Company.

Many notable features make this admirable text a genuine contribution to the study of government in America. Constitutional history is intimately correlated with the study of government. This textbook will be revised annually.

* * *

In Little America With Byrd, based upon the experiences of the 56 men of the second Antarctic expedition, by Joe Hill, Jr., and his mother, Ola Davis Hill, with a foreword by Rear Admiral Byrd, is a handsome volume of 275 pages, profusely illustrated with photographs, published by Ginn and Company.

United States, by Nellie B. Allen, has been brought out by Ginn and Company in an enlarged and revised edition. This substantial illustrated text of over 400 pages, with colored maps, is one of a series of geographical and industrial studies.





Happy Hour Library, Franklin School, Santa Clara County

AROUND THE STATE

A MORNING IN SANTA CLARA COUNTY SCHOOLS

Bessie C. McCabe, Supervisor of Rural Schools, Santa Clara County
Lewis H. Britton, County Superintendent

A NEWS article from *Our County?* Certainly, Mr. Editor. But Santa Clara County with its 52 active school districts, two of which (San Jose and Palo Alto) are unified, with nine high schools, and six junior high schools, has so much of real interest to offer that it will be difficult indeed to make a choice. So suppose we drive around this "Valley of Heart's Delight" that you may select the news items yourself.

You asked about the use of the radio. A number of schools are well-equipped. Many worthwhile programs have been enjoyed. Of course the greatest number listen to the Standard School Broadcast.

What are those children doing on the porch?—This is Jackson, a school of four teachers. Those are the older pupils having a lesson in music appreciation. They have no radio in the school, so the teacher has parked her car that they may listen. At this very moment the teacher at Machado is also giving a lesson in like manner, and, no doubt, many children in the remote schools are having the same opportunity.

At Sunnyvale the principal, teachers and pupils have made excellent use of the two-way radio in broadcasting school

news, dramatizations and even in teaching by remote control.

Our Health Program?—Nearly every school has nurse service and also employs a dental hygienist or a dentist.

Sunnyholme, under the direction of the County Hospital, is a beautiful, well-planned building, part of which is used as a preventorium and part as a sanitarium. Those children who are well enough are taught in groups; the others have their lessons in bed. Although ill, they are a happy lot in their comfortable, cheerful surroundings.

Pupils in the County Hospital proper may have their lessons, too. There, neither broken legs nor other misfortunes need prevent either high or elementary pupils from making their promotions. San Jose provides the high school teacher and the four elementary teachers are employed by the Campbell district.

Our fastest-growing school?—No doubt it is Alum Rock Union. Let us step into the fifth-grade room to see the culmination of an outstanding unit—See America First. The pupils are dramatizing a scene at the Travel Bureau with tourists, customs officers, railroad and steamship representatives appearing just as they do in real life situations.

The third-grade children are studying The Missions and are now producing a play they have written. From it you will see how much



ORDINANCE passed in a mid-western town requires that any animal on the street at night "shall prominently display a red tail light." This is NOT a case study from the new **ELEMENTS OF BUSINESS LAW** (Levine and Mandel); yet you'll find much of interest in this "law text for the millions." Text, workbooks, and teacher's manual now ready.

HAD your garlic today? Some teachers claim it's good for the voice. Ten thousand tons (666 freight cars full) are consumed annually in the United States.

OVER a million boys and girls have acquired a new appreciation of books and their care through the Winston film, "Books—From Manuscript to Classroom." Lent free on request—but please order early, and state age of your pupils.

PERHAPS dozens of firms of "forgers" make an honest living by counterfeiting their clients' signatures to thousands of letters which require that personal touch. A good forger can do over 500 signatures an hour, all identical, all convincing. Incidentally, any one of them would be glad to sign ALL your Christmas cards.

"IN 1775, the first American settlement at Jamestown was as far in the past as the Battle of Bunker Hill is today." This vivid sentence, from Carman, Kimmel, and Walker's new high school history, **HISTORIC CURRENTS IN CHANGING AMERICA**, makes history meaningful by developing a sense of perspective. Write for full information.

SOME \$300,000 worth of buggy whips are still produced annually.

RECENT surveys show that over a third of our adult population cannot read material of the sixth grade with ease and understanding. And that's why more and more teachers are using **THE NEW SILENT READERS—textbooks in reading**—which teach specific reading skills needed in everyday life.

MORE than ten million Christmas trees are felled each December. May yours be a big one, well-laden with gifts!

On the Opposite Page, Top to Bottom: (1) Getting Ready for Christmas, Whisman School; (2) Reading Hour at Sunnyholme, the Preventorium; (3) Social Studies Unit, Alum Rock Union School; (4) The Mission Play, Alum Rock Union School, Third Grade; All Santa Clara County

The JOHN C. **WINSTON** COMPANY
 WINSTON BLDG. PHILADELPHIA PA.
 CHICAGO ATLANTA DALLAS SAN FRANCISCO

they have learned of early California history. Note, too, the fine work that has been done in art and music.

Libraries?—Excellent work is being done in our larger schools, but perhaps the most interesting current library activity is the primary unit at Franklin School. It is so well-planned and so colorful! All the work has been done by the pupils of the first and second grades. The partition was made from mattress-boxes. Lug-boxes, artistically arranged, form the book-case. The ever-useful orange boxes provided material for table and chairs. The achievement chart, library rules, posters, illustrated stories and poems deserve special mention, but the librarian's desk is the pride of all. Books have become real friends to these children and will always be given proper care.

McKinley School is very proud of its well-kept manual arts shop. The boys and their teacher spent many hours in hard work after school and on Saturdays to start the project which transformed a dark, shallow basement into a very satisfactory workroom.

When the Cambrian School learned that Santa Clara County has an extinct volcano, they clamored for an excursion to Lone Hill and are now deeply interested in their study of volcanoes in general and Lone Hill in particular.

The most beautiful of the small schools?—Probably Adams has the most picturesque, natural setting. Huge boulders, large oaks and a beautiful little stream with deep pools make it outstanding. No longer does the "ol' swimmin' hole" lure the barefoot boy to "play hookey," for here, in these modern days (weather permitting), the teacher uses her physical education period to teach the children how to swim.

The new school at Rucker, a WPA project, is very attractive. Built in early California style with white plaster walls, split cedar

shingles and colorful murals depicting historical scenes, it is the pride of the neighborhood. The interior is well-planned for school purposes and community affairs.

Our time is nearly gone and you have missed the candy-making at Whisman, the puppetry at Almaden, the outdoor map at San Ysidro, and many more things that the children were planning to show you. Come again, Mr. Editor, that other schools may have the pleasure of telling you about their equally interesting activities!

* * *

Sequoia

Margaret J. E. Brown, Alhambra

CLIMB the hill alone,
No exclamation must intrude,
No foolish tone
Of shallow wondering at magnitude.
Wrapped in cathedral stillness, walk
Among these age-worn kings
And feel your weariness, the weight of
things,
Roll off in waves —
As though you were awhile to talk
With Abraham and learn a faith that saves
From weltering in the new and small.

The sun drops low,
The hazy mote-beams fall,
The robes of the kings are dim and twilight
drowns
The feet in gloom; triumphal glow
Ruddies the battered crowns.

* * *

Back To the Stone Age, a new and exciting story by Edgar Rice Burroughs, is illustrated by his son John, and published by the author at Tarzana, California.

* * *

Recent Changes IN CALIFORNIA SCHOOL POSITIONS

Courtesy of F. L. Thurston and
Earl G. Gridley

Upland: Mrs. Ruth Zenz, former principal of Eighteenth Street School, elected principal of Sierra Vista School; Florence Armstrong elected principal of Eighteenth Street School.

Ventura: Stuart F. McComb elected principal of Lincoln School; T. M. Robinson elected principal of May Henning School; Clophine Dooley, former principal of Washington School, elected principal of Sheridan Way School; Mrs. Grace H. Withers, former principal of Sheridan Way School, elected principal of Washington School.

Compton Union Secondary School District: Franklin C. Hemphill, former director of junior high schools, elected assistant superintendent of Compton Union Secondary School District; Paul Martin, former vice-principal, elected director of the Compton Junior College; Rae E. Cargille, former instructor in Roosevelt Junior High School, elected boys vice-principal at Lynwood Junior High School; Mrs. Doris Tennant Westcott elected vice-principal of Willowbrook Junior High School.

James F. Martin, former principal of Mountain Empire Union High School, elected superintendent of Holtville Elementary Schools.

Arleigh P. Shibley, former superintendent of Holtville Elementary Schools, elected principal of Mountain Empire Union High School.

* * *

Adult-Study Guide, published eight times a year, monthly from October to May, lists and describes new pamphlets and inexpensive books, quotes their prices and tells where they may be purchased.

It is a valuable aid in locating authoritative, readable and inexpensive reading materials on a wide variety of subjects.

It is published by Service Bureau for Adult Education, 20 Washington Square North, New York City; subscription, \$1.00 per year.

* * *

Social Psychology of Education (applications of social psychology to educational problems) an authoritative and well-written monograph by A. O. Bowden, Ph.D., professor of anthropology and education, University of Southern California, and Irving R. Melbo, Ed.D., of the Oakland Public Schools, comprises 320 pages and is one of the McGraw-Hill series in education.

The authors deal competently with the technics of attitude-formation, personality-development and the use of common means of social control in school and classroom.

Cambrian School Pupils Study a Local Extinct Volcano, Santa Clara County



CRIME PREVENTION

EDUCATION OR RE-EDUCATION

Lloyd J. Pieters, Franklin Elementary School, Santa Barbara

THE problem of crime and its prevention has always stimulated quite a lot of thought in my mind. When one thinks of the vast amount of money the United States spends for crime each year, it makes one stop and ask himself what can be done about it.

The United States spends more money for crime and its prevention than it does for national defense.

I believe that every criminal career can be traced to some maladjustment of the school training period. Every criminal is maladjusted to his society, therefore it is necessary to re-educate him. Those who need this re-education process are the convicts and others who do not fit into the society set-up.

There are a lot of employers who will not take ex-convicts into their concerns, because they consider the ex-convicts are no longer a part of society. Why? The person in the first place was not adjusted to fit into society and thusly ran into the folds of law-breaking. He is then labeled by society convict, because he broke their rules.

The punishment for this breach of society's etiquette is isolation. The prison is the place for this isolation. When an individual, guilty or innocent, is confined to prison life, he becomes even more maladjusted.

Isolation is the poorest form of punishment, because it has very negative results. Due to the nature of the environment, the man in prison adopts a different philosophy of life, loses the value of accomplishing something worthwhile, and becomes a part of an undesirable society of convicts. He cannot maintain the normal social contacts of society. When he has served his sentence and paid his debt to society, he is worse off and often falls again into a life of crime.

This person has to be re-educated so as to fit into society and become a worthy member. This is a very hard process and usually not successful. Re-education, under proper direction, will

be more successful than prison isolation nevertheless.

I believe that an individual educated or adjusted to the objectives of society will avoid, in most cases, the necessity of going through a re-education process and that most crimes and a lot of sorrow will be reduced to a minimum.

Re-education should be resorted to in cases of maladjustment, because it has the desired positive results.

This re-education process should give the individual a rich experience in normal social relationships. It should relieve the individual of any abnormal economic and emotional strains, so that he may adjust himself properly in order to meet these situations in his normal life as a worthy citizen.

Society wants all of its members to fit into the set-up, so the only method by which this can be accomplished is the process of re-education.

Experiences in Curriculum Building, by Harold Spears, director of research and secondary education, Evansville, Indiana, Public Schools, is an excellent treatment of the high school curriculum problem there, with special attention to classroom methods and with many captivating cartoons by the author; 208 pages; published by The Macmillan Company.

* * *

Extra-Curricular Activities in the Elementary Schools, by Allen, Alexander and Means, is a substantial and handsome volume of over 600 pages, illustrated, and issued by Webster Publishing Company, 1808 Washington Avenue, St. Louis.

This is a comprehensive and practical handbook with abundant case records. It is of distinct value to all school-people working in the elementary field.

* * *

New Drama Books

SAMUEL FRENCH, publisher, 811 West Seventh Street, Los Angeles, has recently issued three noteworthy and interesting play books:

1. Dancing Dolls, Add-A-Puppet Play Series by the Hamburg, New York, Puppet Guild; 132 pages; 7 plays.
2. Anne of Green Gables, a modern dramatization of Montgomery's most popular novel, by Alice Chadwick; 140 pages.
3. And Stars Remain, a modern comedy, by Julius and Philip Epstein; 134 pages.



THE PAHLOW HISTORIES

Man's Great Adventure

By Edwin W. Pahlow, Ohio State University. A fascinating one-year course in world history. In units, with summaries, time charts, directed readings, lists of key words, Questions, and Things to Do. \$2.20. Also available in a two-volume edition. Directed Studies, \$0.48.

Man's Achievement

A two-year course in world history, greatly amplifying the material in Man's Great Adventure. I. To the Age of Steam; II. The Age of Science and Democracy. Each, \$1.96. Directed Studies, \$0.48 for each volume. All prices are subject to the usual discount.

Drawing at top, from the Histories, illustrates Balance of Power in 1907

GINN AND COMPANY
45 Second Street, San Francisco

WRITING PARODIES

Mrs. Frances Koromy, English Department, Lindsay High School, Tulare County

SINCE we have in our high school a poetry club, which publishes a book of student poetry each year, there is an active interest in the writing of poetry throughout the school.

Occasional assignments in the writing of poetry are given in the English classes.

One of the first assignments is the writing of parodies.

Preceding the assignment we study the various types of rhythm so that the students are able to tap out the rhythm of simple poems.

Then quite unexpectedly the students come to class and find, written on the board, two or three poems with which they are familiar. I read them in a sing-song fashion, and they mark the rhythm. Then I read some student examples of parodies. These poems which have been written by students that they know, arouse a keen interest. They have the additional stimulus of knowing that the best poems are to appear in their own publication.

Practice in Rhythm

They are then told to write a parody. They may use any model that they wish. The examples on the board are for those who have no other poems in mind.

Usually the poems are completed and handed in before the end of the class period. If a student has not finished his poem, I ask him to make a copy of what he has written and to hand it in. He can work on it until it is completed, but I am sure that the original idea is his own and not his mother's or Aunt Jane's.

Poems which are easily imitated are *The Bells* by Poe, *The Great Lover* by Rupert Brooke, *Sea Fever* by Masfield, *Cargoes* by Masfield, *Columbus* by Joaquin Miller, *The Sea Gypsy* by Richard Hovey, *The Psalm of Life* by Longfellow, *My Captain* by Walt Whitman, and countless others.

I am substituting a few parodies which have been written in this manner.

Humoresque

(Apologies to Longfellow)

WHEN the class is in its place
Comedy begins its race.
Simple things that seldom bring
Laughter into anything
Happen in the classroom there,
And the laughter rends the air.
Roosters that would ne'er be heard
Crow and chuckle at the curb;
Never noticed as a rule,
Here they seem to rock the school.
Buzzing bee and fly on wing
Make more fun than anything;
Then it is that pent-up laughter
Rolls around and wreaks disaster.

Jazz

(Apologies to Poe)

HEAR the whining of the jazz,
Awful jazz!
What a world of desolation its de-
jected howl has!
How it brawls and it bawls.
And it screeches and it shrieks
Through the static of the night
All the world seems to shiver
And quail and shake and quiver
With despondency and fright.
Hear the laughter of the jazz,
Joyful jazz!
What a world of merry making
Its hey-dey humor has.
In a blithe, infectious key
How it lilts hilarily
Making tingles down your spine
To an airy, jaunty rhyme.
From your fingers to your toes,
a-capering it goes.
It's this sparkling syncopation
That only ditties have—
This jazz, jazz, jazz, jazz,
jazz, jazz, jazz,
This silvery symphonizing of the
jazz.

To Study or Not to Study

(Apologies to Shakespeare)

TO study or not to study; that is the
question:
Whether it is nobler in the mind to burn
The midnight oil and get the lessons as-
signed,
Or to set your mind against that sea of
studies
And by forgetting them—flunk.
To flunk; to study no more;
And by flunking to say we end the lessons
And the thousand worries that a student
Is heir to. 'Tis a consummation devoutly
To be wished, to study; to flunk;

To flunk—perchance to be kicked out of
school;

Aye, there is the rub; for in that spell of
Idleness what grades may come
When we have turned away from our
studies?

We need good grades. There's the respect
That makes calamity of so lazy a life.

For who would bear the hours and hours of
studies,

Mathematics, commercial courses,
The pangs of despised English, the tardy
slip,

The insolence of the office, and the study
hall

With its demerits for unworthy deeds,
When he himself might fair castles build in
his imagination?

Who would lessons get,

To grunt and sweat on a hard problem,
But that the dread of something after
school—

Time in study hall, from whose bourn no
student

Returns in less than an hour, makes us bear
Those troubles we have than fly to others

That we know not of.

Thus conscience doth make cowards of us
all,

And thus the services of the teachers

Are sicklied o'er with mischievousness

And lessons of greatest importance

With this regard turn away

And lose the name of action.

The Book

(Apologies to Longfellow)

BLESSINGS on thee, little book.
Fondly on your face I look,
Envyng your knowledge fair,
Handling you with precious care.
Would that I were half as sage
As thou art, book, from page to page.

Thy cover may be sorely worn,
With here and there some pages torn,
But, yet, small book, you must not
weep,

For handsomeness is just skin deep.
Ah, me! how many lives you've
wrecked,

And all because of our neglect.

Oh, little book, pray treat me kind;
I beg don't leave me far behind.
I vow I'll study very hard,
And, if I don't, be on thy guard.
Oh, wish me luck, my faithful friend,
And may we journey to the end.

I consider the writing of parodies as
a mere introduction to a more creative
type of poetry writing, which is taken
up later.

The students are usually surprised at
the good things that they can do in
parodies. Thus they are encouraged to
try more original work when the assign-
ment is given.

Student Excursions

(Continued from Page 21)

to governmental offices and institutions, to business, to agriculture, to industrial plants, to historical scenes, and to scientific phenomena. Why not glance around the locality and see what splendid resources exist for enriching your teaching?

IV.

Recent issues of Sierra Educational News have carried the following articles upon aspects of "School Excursions" which should provide interested elementary teachers with helpful suggestions:

JANUARY 1936: "A County Music Festival," W. C. Andrews, San Jacinto.

MARCH 1936: "Milking Time at Lompoc," Aaney Olson, Lompoc.

JUNE 1936: "The Exposition as a Factor in Education," Sarellen M. Wuest, San Diego.

SEPTEMBER 1936: "Wild Flowers," Ruth Feranti, Burlingame.

OCTOBER 1936: "School Excursions," Josephine Collier, Beverly Hills.

JANUARY 1937: "Milk and the Dairy: A Primary Unit," Hilda K. Eckles, Orange County.

MAY 1937: "San Diego County," Ada York, San Diego.

"We Go to Jail: Civics Class Goes to Court," Raymond Gruner, Huntington Beach.

JUNE 1937: "A San Joaquin Valley Playday," Rodgers L. Moore, Visalia.

SEPTEMBER 1937: "We Go to Church," Lois S. Johnson, Monterey.

"Mojave Mining," Clarence Niedermeyer, Barstow.

Secondary-school teachers interested in student excursions should find the following three articles suggestive:

JUNE 1936: "Vocational Forestry," L. V. Funderburgh, Susanville.

OCTOBER 1936: "Character Awards," H. H. Sauber, Downieville.

FEBRUARY 1937: "Integration Plus," P. A. Sample, Modoc County.

The writer would appreciate hearing from,

When the class returns from a field excursion, classroom activities directly correlated with the excursion should immediately follow the field excursion



and of, other California elementary and secondary teachers who have been utilizing the supervised excursion as an effective supplement to classroom method. Concise reports upon what you consider to be the most valuable excursions you, or a fellow teacher, have sponsored will be especially welcomed. From these reports it is hoped that it may be possible to weave a series of practical articles for all teachers upon features of those elementary and secondary-school excursions which are most significant in our state at the present time. Notes should be addressed to J. B. Vasche, Oakdale Union High School, Oakdale.

Your Health

JOHNSON Publishing Company has issued Your Health, pupil's workbook and guide, for the 1937-38 series of broadcasts by National Broadcasting Company. These broadcasts, Wednesday mornings at 11 P. S. T., are heard in California schools over NBC Red Network, KFI, KPO, KFBK, KGW, KMJ, KERN.

The large workbook, 80 pages, comprises 35 well-planned and interesting health units, integrated completely with the broadcasts; price, 24 cents postpaid. Address California School Book Depository, 159 New Montgomery Street, San Francisco.

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EDUCATION IN ENGLAND

D. F. Rawlins, d'Avolles, Bognor Drive, Herne Bay, Kent, England

IN England there are two distinct systems of education. About one-tenth of the child population is educated by the "public school" system, which is not State-controlled. The remaining bulk of the population is educated by the State in its elementary and secondary schools. In this article I shall devote my attention to considerations of the State-controlled schools, but I shall first outline briefly the "public school" system.

A "public school" in England is so-called when its headmaster is a member of the Headmasters Conference. The schools are generally of very old foundation and are mainly boarding-schools. Each school is controlled by a board of governors. The Board of Education, which is the Government department in charge of education, is sometimes asked to inspect the work done; it takes no further part in the affairs of the school.

These schools play an important part in the social life of the upper classes of the country, and thus draw their pupils exclusively from that small section of the community which comprises the rich and the nobility. In order to prepare young children for the public schools, there exist a large number of preparatory or private schools. These are usually owned by the headmaster, who charges what fees he can get, and pays his staff any salary he thinks fit.

Oxford and Cambridge

After a boy leaves the public school he usually goes to Oxford or Cambridge, which are the two oldest and best known universities in the country. Here again it is the rich who alone can afford to send their children to these universities, though it is true that with the increase of scholarships that are available, these universities are being attended increasingly by the poor.

It will be seen then, that if a boy's parents can afford to spend a considerable sum of money on his education, he will attend a preparatory school, will pass on to the public school at the age of eleven and will proceed to Oxford or Cambridge at the age of 18 or 19; and throughout the whole of this period he will never have his education supervised by the State.

I have said that only about one-tenth of the population attend public schools, or come under their influence. What then, of the remainder?

Until a hundred years ago nothing was done for them. All except a small minority were illiterate. Then, in the beginning of the nineteenth century, two religious societies were formed to organise the instruction of the poor. These were purely voluntary, and the State refused for many years to acknowledge its responsibility for the education of the children. The government began to make

grants, however, which slowly increased in size.

Finally in 1870 came the first great Education Act. This Act mapped the country into school districts, each of which had a school board separately chargeable with the duty of providing elementary education within its own borders. It was this Act that first mentioned the need for compulsory education between the ages of 5 and 13. These schools became known as elementary or board schools and were directly under State control.

State Secondary Schools

As these schools developed both in their organisation and in their curriculum, a need became apparent for a State system of secondary schools, which were to be responsible for children up to the age of 16 or 17. This was especially encouraged by the introduction of free education in 1891. In 1902 another Education Act gave great stimulus to the progress of these schools. The secondary schools were placed under the control of the Board of Education which had been formed three years before.

One feature of these schools was that although they were allowed to charge fees, and in many cases had a board of governors, a considerable number of places were to be available for children from the elementary schools who were to compete for scholarships. From this date progress has been steady, marked by another Act in 1918, which stated that it was the duty of the local educational authorities to provide advanced instruction for the older or more intelligent children attending the public elementary schools.

It was soon realised, however, that as so many children left at the age of 14, the situation was most unsatisfactory. For the years between 11 and 14 formed the opening phase of secondary education for a minority

American Youth

HOMER P. RAINEY, director, American Youth Commission of the American Council on Education, with other members of the staff of the commission, has written "How Fare American Youth?", a stimulating and provocative volume of 200 pages, published by Appleton-Century.

"The discouragement and frustration of the normal aspirations of millions of American young people present one of the most painful aspects of the contemporary scene." This important volume is an analysis and statement of problems and provides real illumination on one of the most poignant of social issues.

of children, and the closing phase of elementary education for the great majority.

Accordingly a consultative committee was set up under the chairmanship of Sir W. Hadow, which in 1926 published a report dealing with the organisation, objective, and curriculum for children who would remain in full-time attendance at schools, other than secondary schools, up to age of 15. This report, which became famous under the title of *The Education of the Adolescent*, was followed in 1931 by another, *The Primary School*. The latter dealt with the courses of study available for children between the ages of 7 and 11 in elementary schools, with special reference to the needs of children in rural schools.

These two reports have revolutionised elementary education in England. The organisation recommended was simply that children should attend an Infant's School until they were 7 years old. They should then pass on to the Primary School for 4 years. The brighter children would then pass on to the Secondary School, and the others to a Central School. Although the statutory leaving age was 14, children were encouraged to remain at school until they were 15 or 16. In 1936 the school leaving age was raised to 15, and the recommendations of the Hadow report are slowly being effected.

I have traced very briefly the main features of the development of the educational system experienced by the large proportion of the population.

* * *

Motion Pictures in Education

A Summary of the Literature, by Dale, Dunn, Hoban, and Schneider; 475 pages.

THIS book was originally started as a WPA project. The American Council on Education decided to make the bibliography generally available, and two series of digests were mimeographed and submitted with questions to leaders in the field for criticism. The replies were utilized in the final preparation of this sourcebook for teachers and administrators. H. W. Wilson Company, publishers.

* * *

Mrs. Frances Effinger Raymond, Manager, Pacific Coast and Orient office of the Gregg Publishing Company, sailed for Honolulu November 12 on the S. S. Lurline. She expects to fly to five other islands during her absence.

Mrs. Raymond recently was awarded the honorary degree of Master of Business Administration by Woodbury College, Los Angeles, because of her achievements in education and business.

Youth Problems

(Continued from page 16)

2. To disseminate information on all phases of juvenile delinquency;

3. To recommend plans of action to the various committees and organizations, supporting its recommendations by data and information.

III. For individual communities, an extension of the "coordinating council" system. Greater activity and more leadership on the part of coordinating councils in arousing the interest of the community in the welfare of its youth.

Such "Welfare Acts" as that of Jersey City, New Jersey, bringing about coordinated activity in individual cases.

Specific Recommendations

I. To Improve Home Conditions:

1. Restore and maintain the integrity of the home and family as the basic unit of the social order and, with it, re-establish the assumption by the parents of responsibility for the physical, moral and social welfare of their children. To accomplish these results have:

A. (1) Classes on home making, family relations, etc., as a required subject in the high schools.

(2) Classes on marriage, the home, parent responsibilities, etc., maintained by the church and by official or private agencies for prospective "newlyweds" and home makers.

(3) An extension of parental education classes emphasizing better home conditions for rearing children and the physical, mental, moral, social, and recreational needs of young people.

(4) Special parental education classes for negligent or ignorant parents whose children are delinquent, to which such parents shall be assigned by the courts.

B. Church activity to restore the integrity of the home and family and to impress on parents the responsibility for the welfare of their children.

C. Extension of educative work of visiting nurses, visiting teachers and social service workers in the homes where their help is needed.

D. Development of projects for building up the morale of parents and increasing their interest in the home and community welfare. (Projects to promote the physical and mental health of parents, to develop social contacts and to bring together groups in open forums.)

E. Promoting of cooperation among parents in setting and maintaining suitable standards for their children, thus eliminating the difficulty met by parents who try to stem the tide of undesirable trends alone.

2. Extend the system of nursery schools, neighborhood centers, supervised recreation centers, and supervised clubs for the children of working parents.

3. Extend the work of the coordinating councils in organizing the community for the welfare of adolescents (their environment, their vocational opportunities, and their leisure time activities).

4. Develop a better coordination of the work done by the various social service agencies. Have more tax-supported aid and less volunteer aid for needy children and families.

II. To Improve School Conditions:

1. Have smaller classes, thus allowing more individual and personal contact with children and better understanding of individual needs.

2. Improve the counseling program by:

A. Providing for smaller groups of children for each counselor and allowing more time for counseling, thus enabling the counselor to reach every member of the group in re:

(1) Suitable school program,

(2) Plans for the future and for the achievement of goals set,

(3) Associates, leisure time pursuits and habits.

B. Prescribing a general course in counseling and guidance as a part of the training of all teachers.

C. Prescribing a general course in social service work as a part of the training of all teachers.

D. Developing more cooperation between counselors, home-room teachers, department heads, and subject teachers.

E. Developing a Department of Individual Guidance with a deputy superintendent or similar school official in charge.

3. Give more attention to character development in all the activities of the school by:

A. Helping pupils to establish more definite goals in keeping with their abilities.

B. Guiding pupils in the formation of the right habits in all their activities and relationships.

C. Providing activities that will develop desirable habits and traits and, where possible, the qualities of leadership.

4. Make the curriculum more flexible and more adaptable to the variety of needs, abilities and goals of the different pupils.

5. Provide more trade and industrial education for less academic-minded adolescents.

6. Provide for more opportunity classes or coaching classes to assist pupils who are naturally slower or who have fallen behind due to absence.

7. Make Home-making a required subject for boys and girls in all high schools.

8. Free principals from clerical work to enable them to give more time to supervision of counseling and character building and to keep in closer touch with curriculum needs and developments.

9. Enable and encourage teachers to take more part in community affairs.

III. To Develop Wholesome Influences and Remove Harmful Influences in Diversion and Entertainment.

General

1. Conduct community campaigns for the education of parents and responsible citizens as to the types of entertainment and recreation that are wholesome and should therefore be developed and those that are harmful and should therefore be eliminated.

2. Urge parents to have their children evaluate the cost of their entertainment in terms of time, money, and effect on themselves.

3. A systematic effort should be made in the schools to develop an appreciation of

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the many worthwhile forms of entertainment. This can be done through classes, clubs, and other student activities and use of pupil talents in these activities.

4. Encourage larger budgets for facilities for recreation and entertainment under school supervision — music, drama, crafts, sports, etc.

5. Work for more and better supervised recreation centers in the community. Provide facilities for supervised recreation and sports at night.

6. Work for more cooperation between the home, the school, and recreation departments.

Special

1. Encourage the many games and toys that are wholesome in their effect, that have constructive influences, that make for good sportsmanship. Discourage the war and gangster type of games and toys that develop an anti-social psychology. Reach the manufacturers and dealers in toys in this movement.

2. Continue and extend the movement for the producing and showing of wholesome motion-pictures and for the eliminating of pictures of an anti-social type.

Continue to bring to the attention of parents the titles of pictures that are suitable for young people and to list those that are not suitable, urging that young people shall not attend the latter.

Urge the improvement of pictures intended for children (Mickey Mouse, Pop-Eye the Sailor Man, etc.).

Assist in the movement to modify block booking and urge the showing of wholesome films in neighborhood theaters.

Make an effort to prevail upon parents to assume responsibility for keeping their young people from attending undesirable pictures. Parents should cooperate in this.

3. Extend the work of better books committees (representing P. T. A., the public library, schools, churches, etc.) in listing and giving publicity to books that are desirable for minors and in listing those that are not desirable. Bring this information to the attention of the parents and urge them to assume responsibility for the reading material selected by their children.

Have a systematic program in the schools for developing better taste in reading, encouraging a taste for books and magazines that are wholesome, worthwhile, of interest, and yet up-to-date. This can be done in all classes and also through the school library.

Have more definite restrictions on the sale of undesirable papers and magazines.

Have more definite restrictions on the issuing of unsuitable books to minors in public libraries.

Work for closer supervision and a stricter regulation of the issuing of books to minors in private circulating libraries.

Build up libraries of suitable books and magazines in all neighborhood centers.

4. Work for closer supervision of all amusement places; adult supervision of young

people's social events, both public and private, and measures to prevent the renting of halls to young people for social affairs without adult supervision.

5. Continue to encourage wholesome types of radio programs and to discourage those that develop an anti-social outlook or a neurotic condition in children. Urge parents to assume more responsibility for the selection of radio programs for the entertainment of their children.

6. Work for more stringent regulations and higher standards in the granting of drivers licenses to minors; more restricted use of automobiles by young people, especially at night; less use of the automobile by pupils in going to and from school; withdrawal of drivers' licenses by the Juvenile Court from minors who show delinquent tendencies.

Parents should cooperate in restricting the use of automobiles by their children.

7. Insist on the enforcement of the laws prohibiting sale of liquor and tobacco to minors. Bring about closer supervision and regulation of stores in home and school neighborhoods, and insist on removal of illegal attractions that make these congregating centers for young people.

8. Discourage hitch-hiking by young people by developing more definite goals and more satisfying and yet wholesome leisure time pursuits in the home and the home community and by more extensive official supervision of young people on the highways and in highway resorts.

Where economic conditions lead to a transient population of young people, provision for their shelter should be made that would prevent their drifting to environments that are physically and morally harmful.

IV. To Meet Health Needs:

1. Make provision for more of expert advice to parents in regard to children's handicaps and treatment for them.

2. Work for more cooperation between the home, the school and health departments in determining and meeting the health needs of the children.

3. Develop more systematic health building programs in the schools with more extensive corrective work to meet individual needs and with more attention to hygiene. Include rest periods and facilities for children who need it.

4. Extend public health service and clinical service to meet the needs of the middle class group who cannot afford sufficient private medical service. Present clinical facilities and regulations are not adequate.

5. Promote the movement to give more attention to the field of mental health with provision for the study and treatment of the pre-psychotic and pre-insane child, child guidance clinics, more psychiatric clinics, and 24-hour schools for mental defectives.

V. To Meet Economic Needs:

Promote:

1. More cooperation between education

authorities and local business, industrial, and civic leaders in determining and meeting the vocational needs of the older youth and the young adults. Include vocational surveys and vocational conferences.

2. Extend trade and industrial education and the apprentice training system.

3. Improve the program of vocational guidance in the schools.

4. Improve the placement provisions in the public school set-up to meet the needs of full-time pupils as well as of part-time pupils and pupils who are leaving school. Extend the coordinator system (between the school and the employer) for supervision of working conditions and the vocational progress of young workers.

5. Retrain adult workers to fill new jobs, thus relieving the unemployment situation for heads of families.

VI. To Meet the Problem of Harmful Influences of Juvenile Associates:

1. Promote more cooperation between the home and school in preventing undesirable association of children.

2. Develop more school clubs and church clubs, on the basis of youth interests (sports, music, drama, crafts, etc.), with adequate adult supervision.

3. Extend community center and recreation center activities with more adequate supervision.

4. Extend the Big Brother and Big Sister movements.

5. Provide more adequate supervision of places of amusement.

6. Establish juvenile details in the police departments for supervision of young people, especially in groups. Provide for more trained child specialists in juvenile courts.

VII. To Improve the Influences of the Adult World on Youth:

1. Promote measures that will improve the working conditions of young people (child labor laws, industrial welfare measures, etc.). Seek the cooperation of business and industrial leaders in this movement.

2. Through the combined efforts of responsible citizens and organizations, bring about the strict enforcement of laws forbidding the sale of liquor and tobacco to minors, the use of gambling devices, the presence of minors in certain establishments, etc.

3. Arouse public opinion against adult delinquency, particularly such as contributes to the delinquency of minors. Demand the most stringent prosecution of such delinquency.

4. Seek to develop an appreciation of scrupulous honesty in the young people that will enable them to discriminate between desirable and undesirable attitudes and actions on the part of the adults whom they observe and to set up a desirable standard for their own activities. This is the task of the home, the school, the church, and all groups dealing with young people.

(Continued from Page 10)

Modoc county; Margaret Van Voorhees, San Diego county; Ivan Hill, Richmond.

Participating in the discussion were Jay D. Conner, San Diego; Hubert Kueneman, Santa Ana; A. H. Horrall, San Jose; Evelyn Kidwell, Plumas county; Mrs. Ruth Reed, San Bernardino county; Arthur Gould, Los Angeles; Elsie Gibbs, San Bernardino; Clifton C. Winn, Pomona; W. J. Klopp, Long Beach; Bernice Baxter, Oakland; Mrs. Ethel Saxon Ward, Alameda county; Katherine L. Carey, Los Angeles; Nell O'Brien, San Jose; Ralph H. Lehman, San Francisco; Omer Mills, FSA, San Francisco; Roy L. Driggers, Tulare county; Floyd L. Tarr, Butte county; George E. Lunt, Riverside county; Rodgers Moore, Tulare county; George Cass, Santa Clara county; A. L. Goldsmith, Sacramento county; George Ormsby, Santa Barbara county; Mrs. Rhoda W. Smith, Kern county.

A SECOND group of supervisors meetings, Thursday afternoon, considered the special supervisor, instructional materials, visual aids, units of work, health education, guidance, and work permits.

Presiding were Mrs. Gladys L. Potter, Sacramento; Mary F. Mooney, San Francisco; Marian Evans, San Diego; Frances Giddings, Fort Bragg; R. G. Soutar, Sacramento; Hugh M. Bell, Chico; Miss Pool, Stockton.

Presentations were made by Frances E. Eby, Oakland; Gordon W. Mackenzie, Stanford university; Barbara Borden, Tulare county; Leo B. Baisden, Sacramento; Margaret Girdner, San Francisco; Elizabeth Sands, Los Angeles; Gardner L. Hart, Oakland; Mrs. Fannie R. Shaftel, Pasadena; Harriett Fitzgerald, Berkeley; James Houloose, Long Beach; Mrs. Charlotte D. Elmott, Santa Barbara; James Harold Thomas, Los Angeles.

Participating in the discussion were Mrs. Katherine Page Porter, Beverly Hills; Beulah A. Paul, San Bernardino county; Josephine Murray, Santa Barbara; Mrs. Georgia Cooper, Contra Costa county; Mrs. Marie C. Ostrander, Humboldt county; Mrs. Birdie M. Esser, San Joaquin county; Clarence E. Spencer, Tulare county; George T. Cass, Santa Clara county; O. G. Cummings, Sacramento; Alice M. Phelan, Burbank; Charlotte Johnson, Pomona; N. Evelyn Davis, Long Beach; Perle Sanderson, Sacramento county; Caroline I. Townsend, Tulare county; Estelle Unger, Sonoma county; Edith Redit, Imperial county; Edla L. Schreiner, Ventura county; Lila E. Biddinger, Vallejo; Seymour Mathiesen, Fresno county; Mayme Peterson, Sonoma county; Margaret Riassetto, Merced county; Doris M. Thornely, Santa Cruz county; Francis L. Drag, Modoc county; George W. Ormsby, Santa Barbara county; John G. Terry, Tulare county; Robert Hill Lane, Los Angeles; J. N. Flesher, Long Beach; Mary M. Nicolls, San Diego; Dana S. Frame, Sacramento; Harry G. Hansell, San Francisco; Herman I. Ranney, Santa Ana; A. B. Campbell, Berkeley; Richard E. Rutledge, Oakland; George C. Mann, Sacramento.

The Resolutions

IMPORTANT resolutions were adopted as follows:

1. Lauding State Superintendent Dexter and pledging him full support.

2. Thanking the Legislature for its support of a sound educational program. "Especially do we commend the Chairmen of the Educational Committees of the Senate and of the Assembly, Senator E. H. Tickle and Assemblyman John G. Clark, for their helpful attitude in granting full discussion on every problem before the committees for consideration."

3. Thanking Governor Merriam for his strong support of public education.

4. Thanking all the organizations which assisted in the Convention.

5. Strongly recommending legislation to improve the professional status and guarantee adequate salary for that most important administrative office, county superintendent of schools, and recommending that the Legislative Committee of the State Council of California Teachers Association take cognizance of this resolution and bring it to the attention of the Legislature at its next regular session.

6. That legislation be enacted to empower the State Superintendent to call annually a convention of county, city and district superintendents, to assemble at such time and place as he shall deem most convenient, and that actual expenses of the superintendents shall be allowed by the proper authority. Attendance at such convention be mandatory, unless excused for good and sufficient reason.

7. Requesting Dr. Dexter to appoint a committee to study the intensity, the effect, and the causes, of *unequal* educational opportunity throughout California, and that he present to the 1938-39 conference of superintendents a report and recommendations.

8. Recommending that our social studies and other instruction should include instruction in the desirability of peace; in the possible desirability of preparedness against war, and in the humiliating social and economic disadvantages of war.

Nothing in this resolution shall be construed as being in opposition to an adequate program of preparedness for national defense.

9. Urging that our teachers and educational leaders should be charged with the responsibility of developing within our student bodies and among our pupils a greater appreciation of the responsibilities of pupils and of the public, towards society in return for the educational advantages received.

10. Favoring, in our teacher-training institutions, an extension of requirements in Child Growth and Development and in Adolescent Psychology, and an additional requirement of an approved course in Mental Hygiene under competent leadership.

11. Thanks to the hotel, the local committee on arrangements and others.

The committee comprised,—Homer F. Aker, W. K. Cobb, Minerva Ferguson, Vierling Kersey, Walter Kynoch, J. W. Lawson, Homer Martin, Dan White and William G. Paden.

A third series of supervisors section meetings covered parent education, arithmetic, science, tests, supplementary materials, individual needs of children, the non-reading beginner, child labor, music.

Presiding were Cyrus D. Mead, Berkeley; Fred G. Anibal, Stanford university; Helen Heffernan, Sacramento; Mildred Lee Richmond, Butte county; George C. Kyte, Berkeley; Everett T. Calvert, Kern

county; Edmond T. Casey, Alhambra; Mrs. Marie C. Ostrander, Humboldt county.

Presentations were made by Bernice Baxter, Oakland; Carl D. Duncan, San Jose; W. W. Clark, Los Angeles county; Eleanor Hitt, Sacramento; Lelia Ann Taggart, Santa Barbara county; Ida Olin, San Joaquin county; Gretchen Wulffing, San Jose; Charles Dreyfus, Sacramento; Alfred E. Lentz, Sacramento; Paloma Patricia Prouty, Riverside county.

Participating in the discussion were Gertrude Laws, Sacramento; Emma V. Jamieson, Santa Clara county; Lorene Killey, Alameda county; Walter A. Knapp, Merced county; Arthur H. Shipley, Fresno county; Mrs. Louise L. Wickersham, Burbank; Mrs. Ruth Edmands, Colusa county; Eleanor Freeman, San Mateo county; E. E. Frasher, Fresno county; Bethel Mellor, Kings county; Helen Thomas, Imperial county; Joe Michell, Williams; Mrs. Gladys R. Sackett, San Bernardino; Isabel Gilbert, Riverside county; Warren O. Mendenhall, Orange county; Alvin Rhodes, San Luis Obispo county; M. Louise Irving, Santa Rosa; Maud Wilson Dunn, Long Beach; Katherine Hamm, Tulare county; Virgil R. Kindy, Burbank; Henry F. Bishop, Fresno county; Gretchen Knief, Kern county; Jessie Lea, Contra Costa county; Bessie C. McCabe, Santa Clara county; Margaret Van Voorhees, San Diego county; Hally Flack, Oakland; Mabel Bennett, Alhambra; Harold W. Karr, Contra Costa county; F. R. Leonard, Mendocino county; Lava V. Sughue, San Bernardino; Emily Rothlin, Yolo county; Mrs. Grace Pearce, San Joaquin county; Vivian Evans, Riverside county; Tillie Munce, Fresno county; Ruby Minor, Berkeley; Mrs. Nan M. Allan, Fresno; Hubert Armstrong, Oakland; Emma L. Noonan, San Francisco; Elta Pfister, Burbank; Bertha Trowbridge, San Diego; Barbara Borden, Tulare county; Gertrude Ganzenhuber, Kern county; Anna Kyle, Solano county; Marjorie McLennan, Kings county; Lucile Ross, San Diego county; Ernestine Spurgin, San Bernardino county; Lottie M. Works, San Mateo county.

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FRIENDSHIP

FRIENDSHIP AS A TEACHING AID

Ernest R. Camfield, Teacher, Upland Junior High School, San Bernardino County

AT times teachers become disgusted with the endless stream of articles and books which have been written about the theory of teaching. Occasionally these theoretical treatises are pushed aside in favor of some of the common-sense principles which every teacher must discover for himself.

One of these common-sense principles is that there is no substitute for a warm, personal friendship between the individual student and the teacher.

This friendship will not solve the problems of classroom planning and procedure, but it will afford a setting in which these plans of procedure will end in success.

Teachers, who have subjects that have little interest for the average student, are in a hopeless situation unless they have the personal respect of their students.

This respect and friendship can come only through a definite aim on the part of the teacher toward cultivating friendships among his students.

If a teacher is to have any amount of success in his teaching he must cause the students to like the subject being taught, or else he must cause the student to like him as a friend.

When students know that the teacher is their friend they are willing to endure the pangs of learning subject-matter for the sake of pleasing their teacher.

Like every other successful method of teaching, the method of cultivating friendships will come only through definite planning. The teacher should be alert to every opportunity to further his friendly relationship with his students.

A cheery "good morning" from the teacher has caused many students to determine to do their best for that teacher during the day. A smile or friendly nod in the hall will do much toward providing a motive for the student to study just a little more.

Education continues long after school has adjourned for the day. If a teacher has been friendly during the day he will find students coming to him after school for personal advice. Often this proves to be more important in the process of education than the actual subject-matter learned in school.

Friendships between students and teacher do not just happen; they must be cultivated. Friendships must be used as teaching aids if they are to be used most successfully.

A PARLOR GAME

PLAYABLE IN HISTORY

Carl G. Winter, Elk Grove Union High School, Sacramento County

SEVERAL years ago a popular parlor game was the identification of products by their advertisements. At one party I attended the hostess changed the game by substituting the identification of movie stars whose names were formed by advertising cutouts. Thus, Mary Pickford's name was formed by the scene of a marriage, a person choosing a gift and a Ford automobile.

I decided to try the game on my World History (9th and 10th grades) students.

First, I made a representation of the word Plato, by using a picture of a plate and a man saying "Oh." Then,

I explained to the class that everyone was to prepare a pictograph representation of some man we had studied. I showed them the pictograph of Plato, which most were able to recognize readily. I stressed the idea of making a pictograph large enough for all in the room to see.

Then I divided the class into rows. Each row was assigned men of various nations such as Greece, Rome, Egypt, etc. I cautioned each row, to use only men of the nationality that I assigned to that row. In another class I divided the rows into occupational groups such as statesmen, dramatists, artists, philos-

ophers, etc. I warned the students not to write the identity of their man on their representation.

The next day we had an examination. Each student held up his pictograph and the other students wrote down the man's name. The 10% who guessed the highest number of men correctly received extra credit. I then graded all on the cleverness and skill with which the pictograph was executed.

* * *

Wheeler Publishing Company, 2831 South Park Way, Chicago, has brought out a completely revised edition of The Child's Own Way Series of basal readers, comprising pre-primer, primer, first, second and third grades. There is a workbook for each reader, also phonics books for first and second grades. This happy series, by Marjorie Hardy, is already widely known for its progressive pedagogy and its beauty.

* * *

New World Broadcasts

WEEDLY Broadcasts NBC Western States Blue Network, KGO, Mondays 9:30-10 a. m., California Teachers Association in co-operation with National Broadcasting Company. Programs directed by Arthur S. Garbett, Director of Education, Western Division, National Broadcasting Company.

New World broadcasts are heard over KGO San Francisco; KECA Los Angeles; KFSD San Diego; KEX Portland; KGIR Butte; KGHL Billings; KGA Spokane; KGW Stockton; KMJ Fresno; KERN Bakersfield; and KFBK Sacramento.

December 6—Josephine D. Randall, superintendent of recreation, Recreation Commission, City and County of San Francisco.

December 13—Joseph S. Long, Department Commander, American Legion Department of California, San Francisco.

December 20—R. E. Gillette, director, Junior Red Cross, Pacific Branch, San Francisco.

December 27—Cecil F. Martin, president, California Association of Health, Physical Education and Recreation, Pasadena.

January 3—H. L. Buckalew, principal, Jefferson School, Fresno; president, California Association of Elementary School Principals.

January 10—R. W. Kretsinger, vice-principal, Fremont High School, Oakland; president, Oakland Teachers Association.

January 17—Joseph W. Conard, Institute of International Relations, Mills College.

January 24—John J. Allen, Jr., former president, California School Trustees Association, Oakland; president, Oakland Board of Education.

February 7—H. W. Kelly, secretary-treasurer, C. T. A. Central Section; deputy superintendent, Tulare County Schools, Visalia.

February 14—Mrs. Leona L. Bradford, music supervisor, Merced County, Merced.

Tax Reduction

(Continued from Page 9)

of unemployment relief, aid to aged, blind and orphans; and in salary schedules, and building and construction programs. Many of these items are matters which cannot be handled locally, but only on a statewide basis, as in the main they would require legislative action.

Pending Initiative Proposals Affecting Expenditures and Taxation

No discussion of the chances for reduced taxes could be complete without considering the type and character of initiative measures now being proposed in many quarters which would drastically affect the expenditure and taxation picture. Most of you are familiar with some of these proposals. In brief, included among the some 18 initiative measures which the Attorney General has already titled, are the following, which deal most directly with expenditures and taxes:

(1) There are four separate initiatives dealing with old-age pensions. One proposes a pension of \$100 per month to all over 60 years of age, or over 55 years if proceeds of a 2% gross transactions tax will permit. Another proposes \$100 per month to all 60 years of age or over, with a 2% transactions tax. A third proposes \$50 a month to all over 60 years of age, and to widows with two or more dependent children, and to all disabled persons, with a 2% tax on gifts and inheritances, 4% on all wagers and lotteries, and 1% on all other transactions. A fourth proposes \$100 per month to all over 60 years to be financed by whatever transactions tax proves necessary.

There are three separate initiatives dealing with the sales tax. Two propose outright repeal of the sales tax, and the third ties the sales tax repeal in with the single tax.

Another initiative proposes to exempt from all taxes, real property and improvements of resident owners to the extent of \$3,500 assessed valuation. Preliminary studies of the effect of this proposal indicate that increased county tax rates on non-exempt property in the various counties would range all the way from 5% to 295%, depending upon the number of owner-occupied homes in the different counties. With the 25 largest cities in the State, an additional city tax rate increase would run from 20% to 195%.

Several initiatives deal with the assessment base. One proposes that all property be assessed on the basis of ten times its average income during the past five years, with taxes limited to 1% of such value. Another proposes that property be assessed on its warranted net income, with taxes limited to 3% of such value. Undoubtedly additional initiatives dealing with taxation will be developed within the next few months.

Each of these measures contain elements which would vitally influence the chances

THE ASSOCIATION MONTH BY MONTH

CALIFORNIA TEACHERS ASSOCIATION has at least twelve major activities. The suggestion has been made that we emphasize one major activity each month of the year. New members especially are invited to study this list giving twelve good reasons "Why I Am a Member."

January	Sierra Educational News	July	Travel
February	Legislation	August	Recreation
March	Research	September	Classroom Teachers
April	Teacher Loan and Welfare	October	Affiliated Organizations
May	Legal Advice	November	Public Relations
June	Placement	December	Professional Growth

for tax reduction. Some propose shifting of the burden in various forms, and others contemplate increased expenditures. Sound public policy regarding these various proposals, from the viewpoint of the best interests of the entire State, must be developed and forcefully advocated.

Conclusion

In conclusion, may I say a few words regarding the State Chamber's attitude toward these important public questions.

WE have recognized that a state with rapidly growing population naturally means increased costs of government. Comparison of today's costs, with a population approaching 7,000,000 people, with those of 20 years ago, with a population of less than 3,000,000, tells little. The real problem is to keep increasing costs in line with the ratio of the State's growth and the income of its business and people, from whom all taxes must eventually come.

That total costs are increasing about four times as fast as the State's population growth, tells much. Services must be evaluated. Are we getting a dollar's worth of necessary service for every tax dollar? Have we over-stepped the bonds of necessity in expanding certain functions? Is expansion of some functions threatening our ability to support others?

Consistently, the State Chamber has carried on a broad program of public education on taxation questions and matters. It has recognized that we are dealing with issues and problems which have been built up over a period of many, many years, and that no overnight solution of these matters is practical or attainable. Continuous attention and step-by-step action is necessary.

Also, broad public understanding must be made the basis of constructive action. Seeking to appeal to the interests of those who may desire overnight drastic action usually proves unavailing, and serves to muddle the picture ever further. Government, and its services, are something close to every group and every person in the State, and, hence, greater efficiency and economy in government can only come when all groups, acting on a fact basis, participate in developing and carrying forward sound programs.

United States History

UNITED STATES in the Making, by Leon H. Canfield, College of the City of New York, and four other authors (including Frederick L. Paxson, professor of history, University of California), is a massive text of nearly 900 pages for students on the secondary level and published by Houghton Mifflin Company.

With many illustrations, study helps, maps in color, and appendices, this well-written volume is organized in two parts and eight units. An aim of the text is to help the student "to acquire an informed basis for discriminating between sound progress and destructive radicalism, between conservatism and quackery and to learn to recognize reality." It is a praiseworthy book.

* * *

Prevention of War

E.GUY TALBOTT is regional director of the Western office, National Council for Prevention of War with offices at 68 Post Street, San Francisco. Margaret McDiarmid is office secretary.

The Council's program is for progressive world organization, worldwide reduction of armaments by international agreement, worldwide education for peace.

Members of the California Committee include such representative citizens as State Superintendent Walter F. Dexter; Dr. Monroe E. Deutsch, vice-president and provost, University of California; Dr. Joseph Marr Gwinn of San Jose State College; former Archbishop E. J. Hanna; Dr. Tully C. Knoles, College of the Pacific; Chester H. Rowell; and Mrs. Louise J. Taft of the W. C. T. U., and many others.

To America's Schools



YOUR HEALTH

Workbook and Guide by Dr. W. W. Bauer and Dr. P. A. Teasner to accompany and give permanency to Your Health, new radio program of American Medical Association, broadcast each Wednesday at 11:00-11:30 A. M., PST, over NBC Red Network.

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A GREAT CONVENTION

CALIFORNIA Kindergarten Primary Association recently held its 14th annual convention at Pasadena; this time in conjunction with Pacific Coast Association for Nursery Education, Southern Section. The convention theme, The Community and Early Childhood Education, was splendidly elucidated and amplified by a brilliant array of speakers.

Noteworthy features of the convention were,—a symposium; breakfast,

luncheon and dinner meetings; trips to cultural and industrial centers, creative music with motion pictures, and scholarly addresses. The program had a lovely background of music and flowers.

Mrs. Josephine O'Hagan, State Kindergarten Primary Association President, presided at the main meetings.

Delta Phi Upsilon, Honorary Fraternity of Early Childhood Education, sponsored a kindergarten centennial observance of great merit and charm.

New Books

BOOKS recently received from various publishers include:

Occupational Mobility in an American Community—by Percy E. Davidson and H. Dewey Anderson. Stanford University Press.

Joaquin Miller, Literary Frontiersman—by Martin Severin Peterson. Stanford University Press.

Book of Marvels—Richard Halliburton. Bobbs Merrill.

Us All—Sam Mims. Caxton Printers.

San Francisco Adventures—Charles Caldwell Dobie. Appleton Century Company.

California Holiday—Doris Estcourt. Dodd, Mead.

Historic Oregon—Philip H. Parrish. Macmillan.

The Story of the Constitution—Sol Bloom. United States Constitution Sesquicentennial Commission.

The Colored Land, a Navajo Indian Book—edited by Rose K. Brandt. Scribners.

Occupational Mobility is a study of the labor situation, and is an investigation in a California community. The location chosen is San Jose. Practically every phase of the movement of labor is discussed. The purpose of the authors was to discover the amount and kind of movement of workers from community to community, the workers' educational qualifications, their living conditions, and the social economic factors.

The story of Joaquin Miller as outlined by Mr. Peterson describes the life of the "Poet of the Sierras." Joaquin Miller was one of California's most interesting characters. He goes down in history as a brilliant writer and poet. Mr. Peterson gives many examples of the literary technique of Joaquin Miller.

One of the most beautifully illustrated books which has come to our attention for a long time is the Book of Marvels by Richard Halliburton. The story is begun in San Francisco, where the description of the two biggest bridges in the world forms an interesting chapter. Mr. Halliburton wrote a major portion of his book in San Francisco. This is a volume which should find a place in every school. It will stimulate the study of geography and will bring many wonderful places and scenes to the attention of the children.

in an intensely fascinating period of our Western development. The general appearance of the book adds greatly to the material which Mr. Parrish has prepared. Historic Oregon is well written and should be of great educational value.

The Story of the Constitution deals with the beginnings of government in America. It tells of conditions before the formation of the Constitution, and outlines facts concerning the adoption of our country's basic laws. The book was prepared for the sesquicentennial celebration of the adoption of the Constitution. The portraits and biographies of many of the signers are included.

The Colored Land contains illustrative and written material prepared by Navajo children and edited by Rose K. Brandt. The life, occupations and habits of the Navajos are well described.

* * *

California State College Summer Sessions Report, 1937, by J. A. Burkman, State College Adviser, State Department of Education, Sacramento, is a valuable and interesting 13-page mimeographed bulletin with 16 tables, and following the general pattern of his several previous excellent reports on this theme.

* * *

Safe Living

C. W. HIPPLER, director of Child Welfare and Safety Education, and Helen Burr Durfee, elementary teacher, both of Pasadena City Schools, are co-authors of Safe Living, an attractive and well-organized text of 190 pages, prepared under editorial supervision of L. Thomas Hopkins, professor of education, Teachers College, Columbia University, and curriculum specialist, Lincoln School of Teachers College, and published by Benj. H. Sanborn and Company.

This progressive, modern text will be widely used in safety teaching throughout the elementary schools.

COURSE IN ORIENTATION

C. C. Trillingham, Assistant Superintendent, Los Angeles County Schools

MUCH discussion has centered around the course in orientation offered in the first-year program of many California high schools.

It is obvious that many boys and girls enter high school without having any definite reason in mind for being there. New faces, new contacts, and the strangeness of things in general, tend to confuse these incoming pupils. They have come to the high school from a

wide variety of elementary school situations.

Some of them attended elementary schools with very small enrollments and were under the direction of one teacher during the entire school day. Others attended large elementary schools with highly departmentalized programs, and had classroom experience under several teachers each day. Still others attended junior high schools.

Those responsible for the high school program have long recognized the necessity for some type of class organization which would bring together the incoming students for the purpose of orienting them with the educational offerings, possibilities, and services of the new institution.

Numerous teachers and administrators have felt the need for a course experience which would give boys and girls a perspective of the total high school environment as well as to reveal the necessary adjustments to be made by both the pupil and the school.

The course in orientation seems to be a worth-while possibility for fulfilling that need, whether planned for the seventh grade of the junior high school, the ninth or tenth grade of the senior high school, or for the first year of the junior college. The major purpose of this course is that of guidance—both individual and group. If a genuine desire to guide pupils permeates the philosophy of the teacher who is handling the course, the contents and the mechanics of teaching will largely take care of themselves.

Avoid Hodgepodge

It is true that too many orientation efforts have resulted in the course becoming a virtual dumping ground for curriculum odds and ends and for stray but often worthy units which have found no logical place in the other formal classes of the school. When this is the practice, the outcome is usually a hodgepodge of educational experience completely lacking in continuity of purpose.

Orientation should provide opportunities for pupils to get acquainted with the physical plant, the personnel, the traditions, the activities, and the services of the school. It may also be designed to facilitate appropriate participation in home and community life by giving pupils a better understanding of the benefits, obligations, and potential contributions implied.

The course might well reveal new fields of experience which may point to satisfying vocations and more valuable uses of leisure time. Another objective should be that of giving pupils the tools of oral and written expression with which to convey their ideas adequately.

The course may be adapted to either the single or the double period class organization. When two periods are given to the work, one credit each is usually allowed for social studies and English.

Units of the Course

The six units which compose the orientation course developed cooperatively by teachers in a number of Los Angeles County high schools are merely illustrative, and are presented as follows: I, Your School and You; II, Good Health and Social Living; III, Good Manners and Social Living; IV, Good Citizenship and Social Living; V, Cultural Living; and VI, Vocational Interests and Social Living.

Under each unit, significant problems are stated, with a variety of suggested activities for their consideration. These are intended to be suggestive rather than prescriptive. Some of the ideas presented may be utilized for group activities or discussions, or for individual work. Their differentiation and selection are made according to pupil needs and purposes, and are left to the teacher after she has learned the abilities and needs of her class members.

No single textbook now exists which furnishes satisfactory basic information and reading for this type of course. Each unit should carry its own selected reading list. Ideally, each classroom should have its own collection of books and related reading materials for current use. The main school library should be a constant source of needed information and inspiration. Motion pictures and radio, as well as other audio-visual aids, should contribute to vital pupil experience in this course.

Although certain desirable outcomes should be kept in mind in connection with each unit, it would be wise for teachers to secure pupil participation in setting up appropriate goals and outcomes.

Although both subjective and objective means of evaluation should be utilized, the teacher can best plan these after she has become acquainted with the members of the class. The course can be a marvelous opportunity for pupil guidance and orientation, or it may be a complete failure, depending upon the imagination, the energy, the philosophy, the training, and the personality of the teacher. The course should challenge boys and girls to genuine effort, and should not

be allowed to deteriorate into a mere place to play.

Some of the Los Angeles County schools that have been experimenting with this type of course are: Antelope Valley Joint Union High School, Beverly Hills High School, Bonita Union High School, Compton Junior High Schools, Excelsior Union High School, Inglewood High School, Leuzinger High School, Puente Union High School, and Whittier Union High School. Others are contemplating its trial in the near future.

A copy of the Los Angeles County Schools monograph, *Ninth Grade Orientation*, No. SS 25, may be obtained by sending 10 cents postage to the Office of the County Superintendent of Schools, 240 South Broadway, Los Angeles.

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IS MODERN YOUTH LAZY?

Ernest G. Bishop, McKinley Junior High School, Pasadena

IT gave me quite a jolt to read in an article in one of our staid and dignified school journals that one reason why our pupils accomplished so little was because they were "too darned lazy" to work.

After all, the question of laziness is but a point of view. The traditional pedagogue, and to a certain extent the moderate progressive, might insist that sloth and a strong disinclination to work are very much in evidence in our schools.

Advanced progressives, on the other hand, would undoubtedly affirm that laziness does not exist; rather our curricular fare is too stale or unpalatable to warrant a sampling, or the school routine does not offer anything arresting or absorbing enough to arouse interest and challenge attention; hence the lack of definite achievement.

In this connection I am reporting two incidents taken from my teaching experience.

One of my homeroom boys, a few years ago, expressed to me his desire to rate high in scholarship. So I outlined to him ways and means for attaining this objective and stressed the importance of frequent reviews. When I had finished, he looked at me in astonishment and gasped, "What—study! Review! Why, it's a whole lot easier to fail than to go to all that bother!"

Case two: In a composition class, in an effort to get at the meaning of a word of Latin origin, I asked a girl if she was studying this language. Her indignant retort was, "I certainly am not; I don't go to school to study!"

These instances are not exceptional.

Day after day, in the classroom, I am astonished to see pupils fumbling over their sentence work, making needless errors, and frequently merely guessing. The rules and principles involved are clearly explained at the beginning of

each exercise, but few will deign to consult them.

A chief selling point of a new set of literature texts, advertisement for which I received recently, was that the notes and explanatory material were to be found at the bottom of the pages instead of at the back of the book, where they remained a sealed mystery to the majority. In my own experience this is true. Unfamiliar words and expressions are glossed over and ignored because the explanations cannot be located on the same page as the textual matter.

It is not uncommon to find pupils of mediocre attainments sitting supinely and inertly in study. Could they not spend their spare time profitably in reviewing previous lessons? They admit they could, but are not doing so because no review has been assigned. Have they mastered all the exercises and problems so far, or are there rough spots to be ironed out? They have not been especially asked to get a more secure grip on their work; therefore they have no reason for doing it.

In the majority of cases what seems to be lacking are these essential qualities that give purpose and enrichment to the learning process: pride in a workman-

like job, a definite will to learn, enthusiasm and zest for the venture, joy in real accomplishment, and the supreme satisfaction experienced in surmounting difficulties. In a number of instances there is no self-starter; whatever is accomplished is the result of a continual cranking up.

I do not wish to be pessimistic or give the impression that I have lost faith in the young people, who are frequently but a product of environment and circumstances.

The years of instructional activities may improve our professional techniques, but at the same time they lengthen the span between us and those we teach. For that reason as our apprehensive mass of subject-matter lore increases, our understanding of adolescent nature frequently decreases.

Perhaps we ourselves in our younger days were not so energetic or industrious as we once thought we were. Sometimes we find our students outside of the class eagerly and animatingly discussing problems and situations that did not seem to arouse much comment or interest in the classroom; and our faith is somewhat restored.

So we might take the more progressive view and agree that the average adolescent is not lazy; however, we must admit that he does frequently yield to the security of inertia.

TEACHERS OATHS

WHY ALL THE HULLABALLOO?

Dan O. Root, Teacher, Armijo Union High School, Fairfield, Solano County

FOR a long time now there have been sporadic outbursts concerning teachers oaths in both lay magazines and teachers periodicals that have attracted considerable attention.

In most cases there seems to be violent opposition to these oaths, on the ground that the teacher is being discriminated against and "singled out for suspicion and calumny."

As a teacher, I find it impossible to become excited, alarmed, or exercised about taking an oath that I will foster American institutions. In taking such an oath I do not feel intimidated, in-

sulted, nor in any way hampered nor curtailed in my teaching activities.

It is difficult for me to understand what valid objection any teacher can have toward such a move, if indeed that teacher has the proper slant on things to be entrusted with the training of the thinking of the children who will shortly be given the task of managing the affairs of our country.

It is possible to talk about our form of government; to make comparisons between our government and all other governments; and even to point out apparent weaknesses that occasionally

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show in our government, without violating any of the tenets of our Constitution.

In group and personal counseling of children to make them more informed, cultured, alert, and well-rounded men and women who will be assets to their communities wherever they may live, I feel no restrictions because I have taken a teachers oath. I can see no conflict between such an oath and effective, wholesome teaching.

It has even been said that teachers are being discriminated against because they are asked to take an oath, and ministers, doctors, newspaper men, store owners, and even the average citizen, is not required to take a similar pledge. Such comparisons would be amusing if they were not so ridiculous. There is no basis for such a comparison, by the very nature of our public school setup.

The teachers pay comes from public funds derived from taxation, and the teacher is a public servant. In the United States practically every public servant

from the President down to the local Justice of the Peace takes an oath upon entering upon his duties, to be loyal to the Constitution of the United States. Are they discriminated against and "singled out for suspicion and calumny"?

If they, whose salaries are paid from tax moneys, are required to take an oath, why should not teachers, whose salaries are paid from tax moneys, be required to take a similar oath? This is the only analogy in the matter that can be properly drawn.

Our school system is the greatest public enterprise in our country, and it should be administered and manned by people who are sympathetic to our national ideals.

School teachers have a different status than the average citizen in this matter, and there really can be no conflict between the teachers oath and effective, adequate, forward-looking teaching. So why all this hullabaloo about teachers oaths?

CHECK AND DOUBLE-CHECK

WHEN DOES A TEACHER BEGIN TO GROW OLD?

Neah Flint, Teacher, Alamo School, Contra Costa County

IS IT —

When her sense of humor has become blunt? When she no longer laughs as she used to laugh? When every thing annoys her and she goes — snap, snap?

When the troubles of the little people become mere trifles? When she finds herself — or someone else finds her — raising her voice, once so calm, to a nerve wracking shriek to gain the attention of a pupil — whether for discipline or for some other reason?

When she sees her children deserting her for the arm of an enthusiastic teacher who talks their own language? When her enthusiasm has begun to wane or is artificial and forced?

When her energy ebbs to the point where more and more uncorrected papers find their way into the wastepaper basket?

When the mention of a project, reading for self-improvement, or the mention of biographies turns her weary and protesting soul to lead and her sentiments wax sarcastic?

When she resents attending school meetings and resents being called upon to make contributions from her own experiences to such meetings — because it has become a task to prepare such material?

When her flagging interests close her eyes and her head rests comfortably on her chest in Institute? When she feels as though supervisors, forum-leaders and speakers have nothing new to offer?

When it becomes pleasant to "jest sit?" When she ceases to wish and imagine?

When she feels antagonistic toward the young teacher who wears dashing clothes and looks so attractive?

When the male co-workers pass her by with a "How do you do?" and gather around the group who say "Hello?"

When an evening out makes her irritable and cross the following day? When she feels that screaming would be her salvation? When she no longer does a day's work in a day?

When she forgets appointments and lets

important things slide by? When she means to do things and they do not get done? When she believes it is better to teach from her own experiences and do as she has always done?

When she feels as though new methods, new education, and new progression are only supplying jobs to others, and are thereby interfering with her liberty and reflecting upon her intelligence?

When school begins to be a burden and if she had a million dollars she would not teach?

* * *

First Coed Honored

CAROLINE MARY RUDD, first coed to enter an American college, was honored today at the Huntington Library, San Marino, when her photograph, taken 100 years ago, was hung in an exhibition commemorating the Centennial of Coeducation.

Since prim, serious Miss Rudd, in rustling silk dress and lace mitts, enrolled with three other young ladies at Oberlin College, on September 6, 1837, the A.B. degree has been granted to more than one million women in the United States. Alongside Miss Rudd's photograph is that of a modern coed, Janet Brown, who is president of the Women's League at Oberlin. Her picture is symbolic of the 500,000 women in college in America today.

* * *

Recently the National Association of Better Business Bureaus published an excellent and valuable illustrated 16-page bulletin on Facts You Should Know About Savings. This vital feature of everyday money management is explained, with many practical suggestions. Every teacher desiring a copy may obtain one by addressing Mrs. M. N. Tsvetkoff, general manager, Better Business Bureau of San Francisco, 15 Stockton Street.

* * *

The Stars and Stripes

A HISTORY Map of the Stars and Stripes is published by W. J. Goodacre, Harmer Studios, De la Guerra Plaza, Santa Barbara.

This new illustrated map on super calendered paper covers important historical incidents in the history of the flag.

The map is in several colors, size 19 by 25 inches; price fifty cents plus ten cents for wrapping and mailing.

USEFUL ENGLISH FOR BEGINNERS
(60c postpaid)

By JEANETTE WROTTENBERG BACHRACH

STILL THE BEST TEXT

for the illiterate and near-illiterate adult
TALES OF OLD (40c postpaid)
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Secondary Schools

(Continued from Page 13)

newer needs that are being expressed by teachers and administrators.

The study of psychology has been a part of the preparation of every secondary school teacher and administrator. As far as can be seen this part of the preparation had very little to do with the activities of the school when the teacher and administrator finally came to their work. The result has been that much high school education has gone forward on the basis of learning bits of material out of textbooks, driving children to study by means of holding them to requirements of making grades, and urging them to greater effort in order to make high grades to enter college.

There has all the time been a dim consciousness that this regimen has discouraged and killed off many of those who have entered the school. There has been a recognition of the fact that most that has been taught, particularly of the academic sort, has been very remotely, if at all, related to today's living. It has been a commonplace of adults that very high percentages of all that they learned in high school was forgotten after a few years. Occasionally there have been uneasy doubts as to the value of the whole procedure.

Of late years those in the high schools have listened with increasing interest to suggestions of a new psychology, something dynamic, something that might become significant in the field of learning and living. This new psychology has said that we do not learn by taking small atoms of information and experience, piecing together these separate experiences into significant wholes. Rather we apprehend total situations, we have large units of experience, and our knowledge of small sub-divisions of information comes by analysis of the larger situations. Already the effect of this newer point of view has begun to be felt. Successful efforts are being made to remove the division lines between small specialized subject-matter areas. Opportunity is being made for children to have inter-related experiences in large areas. Out of this has come the so-called integration movement which, if pursued to its logical outcome, will mean the disappearance of departments as ordinarily organized in high schools. In their stead will be set up groups of teachers interested in achieving the legitimate purposes of education which will not be expressed in terms of the acquisition of certain amounts of subject-matter.

This same psychology points out that motivation founded upon the desire to please teachers, the striving for marks, the

eager effort to surpass others, and the lure of various rewards, is entirely out of place in an educational scheme. Desirable motives must instead be found in satisfactory achievement, no matter how simple, in work co-operatively undertaken and carried out, and in situations that have meaning for the adolescent. The school will have meaning for children as soon as it eliminates work based upon adult interest and adult understandings and substitutes, for these, activities that come within the range of interest and understanding of the children in the classes.

Another evidence of change is the widespread interest aroused by the Eight-year Experiment of the Progressive Education Association. The serious attention which this is receiving shows the eagerness of those in the field to find new ways out of their difficulties. The fact that practically all important colleges and universities in the country have agreed to cooperate in the carrying on of this experiment places it in a position of outstanding importance. That an important educational foundation has been given sufficient money to make it possible to maintain an adequate staff to care for the various phases of this experiment indicates support of any serious attempt to tackle the problem of the secondary school curriculum.

Commissions and Committees

The work of this experiment will go forward with a special commission dealing with the curriculum, a committee dealing with evaluation, and another committee dealing with the problems of the adolescent. For years workers in the secondary field have talked about values in secondary education other than the content of the subjects. As a matter of fact, very little has been done to give these other values any worthy place in the minds of children, teachers, parents or colleges. Now the great task of the committee on evaluation is to develop means for appraising properly the growth of children in all ways in their secondary school life. The committee is proceeding on the theory that it is quite as important that a child grow in cooperativeness or social-sensitivity or understanding of the nature of proof as it is to grow in a knowledge of facts.

THE eight-year experiment is necessarily somewhat limited in the number of schools which it affects. The effect of the experiment, however, will be felt far beyond the thirty schools involved. But schools are like children—they learn by doing. Participation at least gives much more satisfaction than mere listening and observation. Other experimental relationships between schools and colleges have come into existence and bid fair to give impetus to the change that is coming in secondary education.

The California Plan of Cooperating Schools is one of these that has already attracted national attention and bids fair to

contribute importantly to new developments. This involves at the present time thirteen high schools, the University of California, and all other universities and colleges in the state. From the first the plan has been sponsored by the State Department of Education, which has given it active leadership. It involves a large measure of freedom in course of study for the high schools involved and will necessarily require special attention to the graduates of these schools as they enter upon their post-high-school work in this state.

Two Immediate Needs

There are two immediate needs at the present moment in connection with this work. One need calls for the full time of an educator in the secondary field who can give attention to necessary coordination in the participating schools and universities and who can have time to travel among the schools, plan for conferences, and arrange for publication of material that will be useful in the experiment. In addition there is needed some one in the field of guidance who can give complete time to those who have graduated from the cooperating schools and have entered upon their collegiate careers. This person could become counselor to the graduates and would become an observer of the results of the program and an advisor to the high schools.

It is reported that the State of Michigan has already made plans for launching an experiment somewhat like that in California and that another one is being organized, heading up at the University of North Carolina.

The very careful study under the Carnegie Foundation, known as the Pennsylvania Experiment, should be in a position now to yield results of significance in secondary education. The purpose of this study has been to attempt to discover new types of information which might form a more significant basis for admission to college than the usual grades and subjects.

These are only some of many definite experiments in the field of secondary education designed to free the secondary school from its traditional procedures and point the way toward new types of service to the youth of the country.

* * *

Probationary and Substitute Teachers Organization of Los Angeles City, with headquarters at 342 Chamber of Commerce Building there, has the following officers: President, Dr. Homer P. King; first vice-president, Edith Burns; second vice-president, Constance Sommer; secretary, Mary McDowell; treasurer, William E. Crow; office secretary, Flora Layne. The executive board comprises: Willard M. Brown, Mrs. Frances Eisenberg, Mary Ellen Boll, George Holtfrerich, Mrs. Bertha K. Skolnik, Mrs. Eleanor Phipps.

CHILDCRAFT

W. F. QUARRIE and Company, publishers of the nationally-known World Book encyclopedia, have added fresh laurels to their crown by bringing out Childcraft, a cyclopedic set of seven large volumes, for teachers and children. Beautifully printed, handsomely bound, and in line with progressive educational thought, this new series is coming into wide use throughout the schools of the United States.

Three books (Book of Verse, Stories of Fact and Fancy, Stories of Life and Lands) are for the children. Books 4 and 5, Teachers Problems and Better Teaching, give practical help on all phases of the classroom teachers work. The articles specially prepared for this series are by outstanding educators.

Book 6, Activity Units, supplies full information and directions in conjunction with other features of Childcraft for carrying on the activity curriculum.

Book 7, Teachers Guide, integrates and enriches the entire program through eight departments, — general teaching problems, general procedure in developing activity

units, problems of the activity curriculum, index to source material in Childcraft, materials for creative activities, sources of supplementary material and visual aids, character and citizenship reading references, directory of activity units.

In addition to the seven volumes in the set is a large portfolio Art Book, with many plates in colors and comprising suggestions, directions, designs, and examples for all types of art and construction work.

Furthermore, monthly bulletins give informational background for activity units, stories about the holidays, famous birthdays, plays, seatwork activities, biographies of modern authors, lists of timely stories and poems.

The capstone of this array of teaching materials is a reference library service with practical solutions to individual teaching problems, programs and classroom activities for all occasions, activity units to meet specific needs, all material prepared by trained teachers and librarians.

The activity units cover many themes such as,—common birds, world friendships, the home, Japan, seeds and trains.

This set and service, called a university of elementary education, is said to be the first comprehensive plan for professional self-development written especially for the elementary teacher.

MIRACLE

*Z. Carol Pulcifer, Teacher of English,
Salinas High School, Monterey County*

HOW can a little altar light
Transform this fatuous Christmas of the
shops,
This gaudy bastard, sired by hope for
gain,
And mothered by a slavery to habit,
Into the magic Christmas children
know?
How—who can tell? I only know
That in the stillness its enchanted glow
Brings back the fragrance of ten thou-
sand candles
Burned for the Christ child's advent,
long ago,
In dark cathedrals through whose gusty
arches
The ghosts of ancient Amens ever go—
The night is hushed with sweet ex-
pectancy;
Are those the carolers on the frozen
snow?

MUSIC — "The Greatest, Most Precious Gift!"



STANDARD SCHOOL BROADCAST

Heard by 350,000 School Children!

As a famous musical authority said—"Music is the greatest, most precious gift!" The thousands of school children who listen in weekly to the Standard School Broadcast, are recipients of a delightful forty-five minute period of music and music instruction every Thursday morning during the school year. These music-enjoyment broadcasts are received by 3,300 schools in the Pacific West, and in thousands of homes, too.

The four lessons during the coming month of January will be devoted to The Instruments of the Symphony Orchestra. Both elementary and advanced courses will include this special study. The School

Broadcast will continue to be closely allied with the Standard Symphony Hour, broadcast Thursday evenings over NBC stations. Musical study-numbers discussed in the morning classroom lessons are played in their entirety during the evening program.

Continue to take advantage of these music-enjoyment lessons during the 1938 season. Students and teachers themselves will learn fascinating things in the realm of music, and enjoy themselves, too. Remember—Thursday mornings at 11:00—and Thursday evenings at 8:15 over KFI (Los Angeles), KPO (San Francisco), KGW (Portland), KOMO (Seattle), and KHQ (Spokane), excepting KFSD (San Diego).

STANDARD OIL COMPANY OF CALIFORNIA

CTA HONOR SCHOOLS

SCHOOL STAFFS 100% ENROLLED FOR 1938 IN CALIFORNIA TEACHERS ASSOCIATION. FURTHER LISTS WILL APPEAR IN JANUARY

Northern Section

I am happy to announce that the teachers in the Orland Elementary Schools are now 100% in their membership for the year 1938. This makes 11 consecutive years the local schools have attained this record.—Chas. K. Price, principal; president C. T. A. Northern Section.

Bay Section

San Francisco — Bay View, Burnett, Cabrillo, Francis Scott Key, Fremont, John W. Geary, Gough, Hancock, John Muir, Raphael Weill, Shriners Hospital, Starr King, Sutro, Twin Peaks, Alamo.

Alameda County — Washington Union High School at Centerville.

San Leandro — Lincoln School.

Albany (all city 100% in their three schools — Cornell and Marin Elementary Schools and Albany High School).

Solano County — Benicia Unified Elementary School.

San Joaquin County — Ripon Grammar School staff is enrolled 100%, according to word from Harry Knopf, principal.

Sonoma County — Fremont Elementary in Santa Rosa, Coleman Valley School District and Ridenhour School District.

Contra Costa County — Pittsburg Primary School.

Palo Alto — Addison School.

Central Coast Section

Monterey County — Soledad Union; Gonzales Union High.

San Benito County — Cienega; Erie.

Santa Cruz County — Watsonville, J. W. Linscott school and W. R. Radcliff school.

North Coast Section

Del Norte County — Camp Twelve, Crescent-Elk, Del Norte, Elk Valley, Fort Dick, Gasquet, Klamath Union, Lake Earl, Lin-

coln, Mill, Mountain, Ocean, Pine Grove, Redwood, Riverside, Rowdy Creek, Smith River Union, Yontocket.

Del Norte Teachers are 98% C. T. A. for 1938, with one school missing.

Humboldt County — High Schools — Eureka, Senior and Junior; Arcata, Fortuna.

Elementary Schools — Eureka City Schools, Alton, Arcata, Banner, Blocksburg, Buck Mountain, Bucksport, Bull Creek, Bluff Prairie, Centerville, Cutten, Ferndale, Forest, Fortuna, Holmes, Hydesville, Island, Jacoby Creek, Jones Prairie, Kneeland, Korbel, Little River, McCann, McDermid, Price Creek, Myres, Salmon Creek, Scotia, Stone Lagoon, Thorn Valley, Williams Creek, Rio Dell, Worthington.

Mendocino County — High Schools — Fort Bragg, Senior and Junior; Mendocino, Point Arena, Ukiah, Willits, Senior and Junior; Leggett Valley.

Elementary Schools — Anderson Union, Blossom, Bridgeport, Calpella, Caspar, Comptche, Counts, Ellison, Fort Bragg Union, Gaskill, Greenwood, Hearst, Kaisen, La Rue, Leggett Valley, Little River, Lombardy, McKay, McNear, McDowell, Nashmead, Navarro, Noyo, Ocean, Redwood Valley, Shields, Signal, Willits, Willow-Lima, Eel River, Whitcomb, Piercy, Pacific, Simmerly, Garcia.

Central Section

Tulare County — Through its secretary, Clyde Hubbs, has submitted the following list of 100% schools.—County Superintendent of Schools Office; Cutler; Earlimart, Elderwood Union; Ivanhoe; Kings River Union; Lemon Cove; Orosi; Sultana; Sunnyside Union; Traver; Windsor; Woodlake; Strathmore Union High School; Woodlake Union High School.—H. W. Kelly, secretary-treasurer, Central Section.

HISTORY and ENGLISH

Peter Thomas Conmy, Instructor in History, Mission High School, San Francisco

THIS is the day of correlation and unification of subjects. Many educators are advocating a fusion of subjects to achieve the desired end, which is complete understanding on the part of the learner.

Is it necessary, however, to combine English and History to show the relationships between these two altogether important subjects?

Upon reflection it would seem that although History and English, like mathematics and science, have much in com-

mon, they also have values which make them important for their own sake.

English is perhaps the greatest tool study. It is the agency of communication. In this respect English has an aim and end in itself which no other subject can take from it.

History also has its own aims and purposes. It is responsible for the story of the human race; for the development of institutions among men; and, of culture.

It's questionable whether the two subjects can be merged and taught as one,

without a sacrificing of the intrinsic efficiency of either. Experiments are now under way in various sections of the United States which will present objective data upon the problem.

Even though statistical evidence shows superiority for the fused classes the results will always be open to theoretical objection. Unusual ability on the part of the teacher is both personal and individual and is hardly capable of objective measurement.

However, whether or not fusion of subjects can be demonstrated objectively, the need for correlation remains. It would seem, and it has been the present writer's experience, that teachers of World History in high schools have tremendous opportunities of tying up the movements of history with certain masterpieces of English literature which are within the ken of adolescents. A few examples will make this evident.

In teaching Roman history, reference may well be made to Macauley's *Horatius* and changed conditions after the Punic Wars may be shown by the lines:

*Then none were for the party, then all were
for the state,
Then the rich man helped the poor, and the
poor man loved the great
Then lands were fairly portioned, then
goods were fairly sold,
Then Romans were like brothers in the brave
days of old.*

*Now Roman is to Roman, more hateful than
a foe,
And the tribunes beard the high, and the
fathers grind the low,
As we wax hot in faction in battle we wax
cold,
Wherefor men fight, not as they faught, in
the brave days of old.*

Again in the teaching of religious persecution in the late Middle Ages it would seem well to introduce the Prisoner of Chillon, especially the lines:

*But this was for my father's faith,
I suffered chains and courted death,
That father perished at the stake,
For tenets he would not forsake,
And for the same his lineal race
In darkness found a dwelling place.*

*We were seven who now are one,
Six in youth and one in age,
Finished as we had begun
Proud of persecution's rage,
One in fire and two in field
Their belief with blood have sealed
Dying as their father died
For the God their foes denied.
Three were in a dungeon cast
Of whom this wreck remains the last.*

The reformation and the many religious changes which took place in England between the days of Henry VIII and George I may be brought out by the short poem, the *Vicar of Bray*. Certain sections of Goldsmith's *Deserted Village* illustrate the effects of the Industrial Revolution. The evolution of the English language and the effect of the fusion of Saxon, Norman and Latin strains will be illustrated by the first stanza of Chaucer's *Prologue to the Canterbury Tales*.

Nationalism in defiant resolution to free itself from encroaching imperialism is shown by the Irish street ballad, *The Wearing of the Green*. The closing stanza of Milton's *Il Penseroso*, portrays the religious educational motive of the Middle Ages. Mark Antony's speech from Shakespeare should be studied in connection with the death of Julius Caesar. *The Charge of the Light Brigade* might well be introduced in con-

nection with the Crimean War; while the spirit of imperialism is felt by reading Kipling's *Take Up the White Man's Burden*.

It would seem proper then whenever England is studied in World History, the development of the English literature expressive of the philosophy of the period be brought in supplementally through such a reference as Long's *History of English Literature*.

It certainly seems logical to conclude that whenever students are given reference to literature in their historical study, there is a definite motivating of the study of English literature, while on the other hand the interpretive value of History is enhanced by the additional reference to the literary masterpieces.

In the ordinary high school, where History and English are still taught as separate subjects, the history teacher can do much in his own way to correlate his subject with English.

SPORTSMANSHIP

A VENTURE IN MAKING RIVALRY FRIENDLY AND CONSTRUCTIVE

Lee J. Cronbach, Journalism Adviser, Fresno High School

THE football season's "big game" most often produces more rivalry than harmony between competing schools, but that this enthusiasm can be made to produce lasting friendship was effectively demonstrated this fall by Fresno High School and its cross-town opponent, Roosevelt High.

Preparations for this game, the seventh in a series which has been marred in past years by bitterness and property destruction as youthful rooters showed their "school spirit" by interfering with rival rallies, were this year planned co-operatively by the two principals, Leo A. Harris of Fresno and Fred H. Sutton of Roosevelt.

High spot in the pre-game activities was an eight-page newspaper called *The Allied Press*. Students of the Fresno Owlet and the Roosevelt News joined to write and edit the joint issue. Special features emphasizing the common interests of the two schools, and playing up the coming gridiron clash, were written cooperatively by members of the two staffs.

Editors from the two schools met

with the advisers to plan a two-page layout of football pictures which also served as a souvenir program for the game, and to confer on other makeup problems.

Advertising staffs of the two schools joined in canvassing the community. With a guaranteed circulation of 2000 subscribers (single copy sales exhausted a press run of 2250), advertising sold far surpassed the amount needed to carry the expense of printing the larger paper.

From start to finish, over 125 students from the two schools had a part in producing the finished paper. Highly pleased were the readers, who unanimously queried "Why can't we join our papers every issue?" Never did the student journalists quarrel at any point in the lengthy process of harmonizing their editorial policies and type styles. At present, the staffs who two months ago were mildly scornful of their rivals are seeking permission to organize a city-wide press club to unite students from both schools.

Editors in charge were Jack Mitchell and

Soldiers of Science

SOLDIERS of Science, an educational health playlet, depicts the romantic and historical events which ultimately led to the discovery of Vitamins A, B, C, D and G.

It presents in interesting fashion the struggles of scientists to unearth vitamin knowledge. Written for junior and senior high school students, it offers teachers some excellent material for classwork, for school programs, and for parent-teachers meetings.

A copy of *Soldiers of Science* will be sent gratis by Wisconsin Alumni Research Foundation, Madison, to any junior or senior high school teacher upon request.

Dwight Barnes of Roosevelt and Fresno, respectively. Joe Hinman and Della Pedroncelli were the respective cooperating managing editors. Advisers were Mrs. E. B. Kircher and the writer.

The usual bonfire rally, scene of the more violent breaches of the peace in the past, was replaced this year by a radio broadcast of a half-hour studio rally featuring players, coaches, and bands from both schools, and by auditorium rallies at each school. The latter programs were exactly duplicated, with student presidents, principals, coaches, and bands travelling across town to receive a friendly welcome from their rival's student body.

Community newspapers featured the friendship between the schools, boosted the game to produce a record turnout of spectators. Fresno won handily, 19-0, and was happy but not boastful. Roosevelt, proud of its team's fight, was a good loser.

And both institutions and their supporters were proud of the sportsmanship and friendship of the high school student bodies of Fresno!

* * *

Our Animal Books

D. C. HEATH and Company have recently issued a beautiful and commendable series of readers in humane education, as follows,—Primer, Fuzzy Tail (Sondergaard); Book 1, Sniff (Tippett); Book 2, Pets and Friends (Myers); Book 3, The Pet Club (Masters); Book 4, On Charlie Clarke's Farm (Keelor); Book 5, Our Town and City Animals (Clarke & Keelor); Book 6, Paths to Conservation (Tippett).

Humane education, rapidly assuming an important place in the elementary curriculum, heretofore has had no continuous, authoritative, well-organized, and well-graded program available.

The Heath series, developed by Frances E. Clarke, director of humane education for American Society for the Prevention of Cruelty to Animals, New York City, and for the American Humane Association, meets an important and widespread need. The materials correlate closely with leading syllabi requirements in nature, geography, history, and English.

Music and American Youth Broadcasts

FALL series of the Pacific Coast Music and American Youth broadcasts, presenting the finest musical organizations in the public schools and colleges of the Pacific Coast, is heard again over the Pacific Coast Red Network of NBC, Saturday afternoons, 5:30 to 6, closing December 18.

These programs are presented by the Northwest and California-Western Music Educators Conference in cooperation with the Music Educators National Conference. A new feature this year is the inclusion of 5-minute talks by outstanding citizens, pointing out various avocational opportunities and leisure time activities that music offers to students following their graduation from school.

The programs of the coast-to-coast series presented by the Music Educators National Conference may be heard after December 11 on Saturday afternoons, 2:30 to 3, over the Blue Network of NBC.

THE PLACE OF ARTS

THE PLACE OF ART IN THE NEW PROGRESSIVE EDUCATIONAL ENVIRONMENT AS INDICATED BY SOME RANDOM THUMBNAIL IMPRESSIONS SKETCHED AT THE LOS ANGELES CONFERENCE*

Willard Morrill Brown, Social Studies Teacher, Belvedere Junior High School, Los Angeles

Integration serves still another objective if it permits a social studies teacher to record and report some of the newer philosophies originating in the art instructors special domain, particularly if he finds in these progressive new beliefs and observations increased inspiration for himself and for his colleagues in his own particular field. It is with this viewpoint that the following selected quotations are submitted.

"It is traditional for art people to see no value in tests. In fact, they do not like tests at all. They believe that the arts are worth while in themselves and that participation in and enjoyment of the arts is one of the ultimate rewards of living. They know, nevertheless, that obligation still exists for them to show what the benefits of the arts may be.

"Some instructors believe that art and the inspirations associated with it are as mysterious and unpredictable as is the experience of falling in love. Others claim that art grows out of experiences which can be anticipated, controlled, and used for definite purposes.

"Art values are found not alone in the sublimation of human emotions but also in the fact that art enables individuals whose creative efforts are transformed into cultural realities to achieve for themselves a respected social status and individual self respect.

Ultimate Residue Important

"Art teachers must escape from the habit of assigning personal and emotional values as sufficient justification for their work and must think more about the ultimate residue gained to the pupils who experience two or three years training under their guidance.

*Discussion in the Art Section of the Progressive Education Association Conference held in Los Angeles (Oct. 15-22) was chiefly led by Paul Diederich, member of the Evaluation Staff of the Progressive Education Association.

There is little gained for a pupil who has mastered musical classics if he never sings outside of school.

"Perhaps only about 5% of art teaching may be measurable with scientific evaluation techniques but art teachers can be more objective. Increased objectivity even to this small degree, if it serves no other purpose, may prove to have remarkable administrative propaganda value!

"Progressive art teachers should be able to set up and to realize a number of splendid measurable objectives. Testing instruments to be used in the arts must be works of art themselves! Some, at least, of the following suggested objectives for art courses should be subject to scientific quantitative measurement as well as qualitative evaluation.

I. Some Suggested Art Objectives

1. Each student should achieve an understanding of art elements.
2. Each student should undergo a creative experience.
3. The student's tendency to surround himself with and to make things which are ugly should be overcome.
4. There should be instilled in each student the habit of participative cultural experiences such as:
 - a. Proper appreciation of social dancing,
 - b. Appreciation of literary classics,
 - c. Ability to use his hands creatively.
5. Each student should be able to make correct period placement of the great classic artists.

II. Some General Study Skill Objectives (Not restricted to Art)

1. Knowledge of information sources.
2. Use of libraries.
3. Reading skills.
4. Observational skills.
5. Using large blocks of time efficiently.
6. Working independently.
7. Promptness.

Ripeness

A Poem of Autumn

I. D. Perry, Head, Department of English, Los Angeles High School

FALL days are come and the flower blooms are faded.

The life of amaryllis has receded to the root.
The red hibiscus scants his flowers, the aster stalks are leaning.

Dry leaves fall and crackle beneath a passing foot.

Yet even in these hours the anemones, full blossomed,

Make a patch of purple color in the bareness round about.

A few amaryllis raise their tender-tinted faces,

A few late Canterbury bells survive the autumn rout.

The walnut leaves are falling and the walnut husks are bursting.

Luscious purple figs reflect the western-traveling light.

Berries in black clusters hang to tempt the prowling school-boy.

The brown of summer ripeness is a gladness to the sight.

The moon of September travels up her arching pathway.

Leaving below the red-tiled roofs that top the eastern hill.

Red and yellow-rich her face, dimly bright the landscape.

The shadows grow in darkness; voices of day are still.

* * *

From the Air

Every left-hand page of this new supplementary geography (Our Country From the Air) is a comprehensive, full-page aerial view (7½ inches by 9½ inches). These pictures—of industrial plants, cities, farms, forests, plains, mountains, deserts, dunes, irrigation projects, mines, oceans, rivers, harbors, and so on—provide ideal material for landscape reading. Never before has such material been available to our schools.

Correlated with these pictures is interesting and informative text by Edna E. Eison describing the experiences of a group of young passengers on a coast-to-coast and border-to-border airplane flight over the United States.

The book is unusually attractive, being of the very best and newest design in typography, photographic illustrations, and binding. Wheeler Publishing Company.

California Redwoods

Professor Leo G. Schussman, Humboldt State College at Arcata in Humboldt County, has written a lengthy poem in heroic meter. Our California Redwoods. Although too long for publication in full, we take pleasure in presenting the following excerpt:

FOR these, our redwoods, standing by the trails where men pass by
That raise aloft their whispering canopies into the sky,
This heritage which comes to man from earth's antiquity,
These remnants of the glory of the ages stand today
A refuge and a sanctity where all who pass along
May feel the tender presence near and hear the age-old song,
That thrilling, silent sibilence of Nature at her best,
Where man may purge his wearied soul in harmony and rest.

Ernest D. Lewis is editor of Secondary Education, valuable and progressive official journal of the N. E. A. Department of Secondary Education with offices at Room 1901, 130 West Forty-second Street, New York City.

Mrs. Philomena N. Goodman

Mrs. Philomena Nolan Goodman, who recently passed away, was a native of San Francisco. Her elementary education was received at the old Spring Valley Grammar School from which she graduated in 1882. She attended Girls High School and the Girls High School Normal class from which she graduated in 1886. A number of years after high school graduation she matriculated at University of California, graduating from the College of Pharmacy in 1906 with the degree of Graduate in Pharmacy and a year later from the same institution the advanced degree of Pharmaceutical Chemist.

Mrs. Goodman entered the San Francisco School Department as a teacher in the Washington Evening School in December 1886. In 1889 she was made principal of the same school and was responsible for its continued expansion until just prior to the fire of 1906 overflow classes were held in the Le Conte and Spring Valley buildings in addition to the Washington building.

She was principal of the Lincoln Evening School, 1911-12. In 1927 she became principal of the Francisco Evening School and in 1932 of the elementary division of Galileo Evening High School, retiring in 1933 after giving some 46 years to the cause of adult education in San Francisco. She served as secretary of the Board of Examination from 1896 to 1904.

Mrs. Goodman was indeed a link with the past. Educated during the superintendency of James Denman, trained at Girls High School during the principalship of John Swett and her normal supervision under Mrs. Mary Kincaid, she acquired a love of education which never waned.—Peter T. Conmy, Mission High School, San Francisco.

Carl E. Zander and Wes H. Klusmann, 204 Bendix Building, Los Angeles, have brought out a second printing of their popular and widely-used song book entitled Camp Songs 'N' Things; price, 25 cents.

This pocketbook of 112 pages contains music, stunts, fun, and other materials for leaders of community singing. It is a companion to Camp Songs, issued sometime ago by the same authors and publishers.

Junior College Association of Northern California, at its recent annual convention, elected the following officers for the current academic year: President, Harry E. Tyler, Sacramento; vice president, Claude N. Settles, San Benito Junior College, Hollister; secretary treasurer, Roland K. Abercrombie, San Mateo Junior College.

Pass Football

NATIONAL Recreation Association, 315 Fourth Avenue, New York City, devotes an entire issue of one of its recent bulletins (3853) to a detailed account of Pass Football, a mass-play, playground game, created by Dan O. Root when he taught physical education at Yreka High School. Mr. Root is now at Armijo Union High School, Fairfield, Solano County. Copies of this bulletin may be obtained by writing to the Association.

World Book Company has published Otis Quick-Scoring Mental Ability Tests; Beta Test for grades 4-9; and Gamma Test for high schools and colleges. Dr. Arthur S. Otis is a world authority in this field and over 20 million of his various tests have been used.

The tests are self-administering, in that it is necessary merely to pass out the booklets, allow the pupils time to study the first page with a minimum of directions, and then let them go ahead with the test. The simplicity of administering assures reasonable uniformity of procedure in the giving of the tests. The working time is 30 minutes, well within the limits of a school period.

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In Memoriam

Professor William Martin Proctor, of Stanford University School of Education and chief of the division of teacher-training there.

Born in Denver, 1875, he received his A. B. degree, Whitman College, 1901; Master's Degree there, 1906; and Doctor of Philosophy, 1919, Stanford. He taught in Washington and Oregon before coming to Stanford in 1916 as instructor in education.

Dr. Proctor lectured at university summer sessions in many parts of the United States; was nationally known in the field of secondary education and directed numerous important surveys. Dr. Proctor was the author of numerous texts and many scientific papers.

Virginia Coombs, eighth grade teacher, Orland grammar school, Glenn County.

Lola Balis, well-known resident of San Jose for 50 years, and beloved teacher at Hawthorne elementary school there for 25 years. She retired from her teaching position seven years ago.

She pioneered in organizing the first Mothers Club in Santa Clara County, predecessor to the present-day P. T. A. organizations.

Death, coming as a welcomed relief to long-endured pain, finally summoned Cornelius Davis, principal of Daniel Webster School, San Francisco.

In keeping with his character, during the last year's painful illness, he constantly thought of others; and it was his constant

thought, also, to try and hide his true condition from those he loved so greatly. To the last, he sent messages of encouragement to his teachers, in their work.

A week before the end it was apparent that the final summons must soon come; but with magnificent courage he talked with me of the old times—and of his future plans. At parting he said: "Is there anything I can do to help the C. T. A.?"

That was "Con" Davis' spirit: always ready and willing to help.

He was a man who had lived among his friends, always accepted his share of responsibilities, did his full quota of work and was happy and companionable wherever his path chanced to be.

I have known "Con" Davis a long time and I can see him now as he was 25 years ago: a big, handsome man, with a fine head of hair, bushy black eyebrows, and always a smile on his face and a twinkle in his eyes. He had a rich, melodious voice, often heard at the meetings of the Schoolmasters and the Scholia Clubs.

He had a ready, keen wit and a fund of wholesome stories. In all of our years together, I never heard him utter a word in disparagement of another.—Roy W. Cloud.

* * *

Gregg Typewriting, complete course, by Sorelle, Smith, Foster and Blanchard, issued by the Gregg Publishing Company, now appears in a handsome second edition. This internationally-used, standard text is a large, end-opening book with many illustrations. It continues the ever-increasing popularity of the Gregg series.

COMING

November 29-30, Dec. 1—Second National Conference on Educational Broadcasting. Drake Hotel, Chicago.

December 10—California Teachers Association Conference on Education. George H. Merideth, deputy superintendent of schools, Pasadena, in charge. Hotel Biltmore, Los Angeles.

December 11—California Teachers Association State Council of Education; semi-annual meeting. Hotel Biltmore, Los Angeles.

February 19—Elementary School Principals, Central Section; state regional conference. Fresno.

February 26-March 3—American Association of School Administrators (N. E. A. Department of Superintendence); 68th annual meeting. Atlantic City Municipal Auditorium.

March 5—Elementary School Principals, Southern Section; state regional conference. Santa Monica.

March 19—Elementary School Principals, Northern Section; state regional conference. Chico.

April 1, 2—California Educational Research Association, Northern Section, Berkeley.

April 8—C. T. A. Conference on Education. Palace Hotel, San Francisco.

April 9—C. T. A. annual meeting. Council of Education. Palace Hotel, San Francisco.

April 19-23—Association for Childhood Education; 45th annual convention. Cincinnati, Ohio.

April 24-28—California Conference of Social Work; 30th annual meeting. Pasadena.

May 2-5—American Red Cross; National Convention. San Francisco. Junior Red Cross section meets simultaneously.

June 23-30—International Recreation Congress. Rome.

June 26-July 1—National Education Association; summer meeting. New York City.

June 26-July 2—National Conference of Social Work; 65th annual meeting. Seattle.

* * *

Stackpole Sons, Publishers, Harrisburg, Pennsylvania, have issued two noteworthy new books,—(1) Library Helps, activity units in the use of books and libraries, by Barmont; (2) Fundamentals in Mechanical Drawing, by Foss, with many fine plates.

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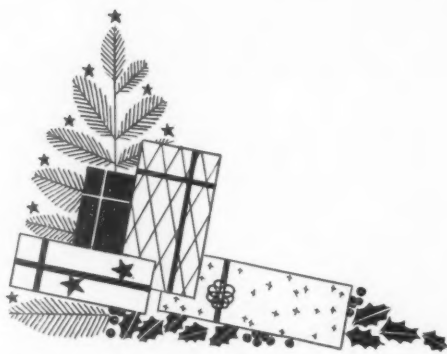


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